RED RIVER COLLEGE
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

ACADEMIC

Annual Report

2001 - 2002

103-04818/

ACADEMIC

Annual Report

2001 - 2002

Programs, by Division

Aboriginal and Teacher Education

Aboriginal Interpreter* (D)
Aboriginal Self-Government Administration (D)
ACCESS Programs
Business Teacher Education (J)
Business Teacher Education - After Degree (J)
College Preparation for Aboriginal Students (C)
Industrial Arts/Technology Teacher Education (J)
Industrial Arts/Technology Teacher Education - After Degree (J)
Microcomputer Applications (C)
Vocational Industrial Teacher Education (J)

Applied Sciences

Advanced Network Technology (A)
Animal Health Technology (D)
Applied Biology (J)
Applied Chemistry (J)
Applied Environmental Studies (J)
Chemical and Biosciences Technology (Co) (D)
Child and Youth Care (D)
College Preparation for Nursing (C)
Communication Engineering Technology (D)
Computer Engineering Technology (D)
Dental Assisting – Level 2 (C)
Developmental Services Worker (D)
Diploma Nursing - Accelerated (D)
Early Childhood Education (D)
Early Childhood Education - Workplace (D)
Electrical Engineering Technology (D)
Electronic Engineering Technology (D)
Electronic and Network Technician (C)
Family Support Worker (C)
Health Care Aide (C)
Health Care Aide/Unit Clerk (C)
Instrumentation Engineering Technology (D)
Joint Baccalaureate Nursing (J)
Magnetic Resonance Imaging and Spectroscopy (A)
Medical Laboratory Sciences (D)
Medical Radiologic Technology (D)
Radiation Therapy
Rehabilitation Assistant (C)

Business and Applied Arts

Administrative Assistant (Co) (D)
Aviation Management (D)
Business Administration (Co) (D)
Business Administration Integrated (Co) (D)
Commerce/Industry Sales and Marketing (C)
Computer Accounting Technician (C)
Computer Analyst/Programmer (Co) (L) (D)
Creative Communications (D)
Culinary Arts (Co) (L) (D)
Graphic Design (D)
Graphic Design (Advanced Diploma) (A)
Health Information Technologist (D)
Hotel and Restaurant Administration (Co) (L) (D)
Information Systems Technology (Co) (L) (D)
International Business (A)
Library and Information Technology (D)
Professional Baking (Co) (L) (C)
Tourism (Co) (L) (C)

Industrial Technologies

Advanced Welding
Automotive Service Education Program
Automotive Technician (Certificate) (C)
Automotive Technician (Diploma) (D)
Automotive Technician (Work Experience) (C)
Building Design CAD Technology (Co) (D)
Carpentry and Woodworking (C)
Civil Technician (C)
Civil/CAD Technology (Co) (L)
Collision Refinishing (C)
Collision Repair and Refinishing (C)
Design and Construction Technology (Co) (L) (D)
Electrical (C)
Environmental Protection Technology (Co) (L) (D)
Geographic Information Systems (GIS) Technology (A)
Geomatics Technology (Co) (L) (D)
Greenspace Management (Co) (D)
Heavy Duty Equipment Mechanic (C)
Heavy Duty Equipment Technician (D)
Manufacturing Design CAD Technology (Co) (D)
Manufacturing Technician (D)
Mechanical Engineering Technology (D) (Co)
Mechanical Systems CAD Technology (Co) (D)
Municipal Technology (Co) (L) (D)
Outdoor Power Equipment Technician (C)
Piping Trades (C)
Power Engineering (C)
Refrigeration and Air Conditioning Technician (C)
Structural Technology (Co) (L) (D)
Welding (C)
Wood Products Manufacturing — Certificate (C)
Wood Products Manufacturing — Diploma (Co) (D)

Stevenson Aviation & Aerospace Training Centre

Aerospace Manufacturing Certificate (C)
Aircraft Maintenance Engineer (D)
Aircraft Structural Repair Technician (C)
Gas Turbine Engine Repair & Overhaul (C)

Student Services

American Sign Language – English Interpretation (D)
Deaf Literacy
Deaf Studies (C)

Partnership, Training and Development

Academic Development Programs (C)
English as a Second Language (ESL)
General Studies (C)
Introduction to Computer Accounting Technician (C)
Introduction to Business (C)

(Co) *Co-operative Education programs (may be optional)*
(L) *Laptop computer delivery*
(C) *Certificate program (usually 10 months)*
(D) *Diploma program (usually 2 years or more)*
(A) *Advanced Diploma program*
(J) *Joint program with the Univ. of Manitoba or Univ. of Winnipeg*
* *Aboriginal Interpreter program was renamed Aboriginal Language Specialist in 2002/2003.*

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Box 237, Hangar 4
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Toll Free: 1-800-665-9864
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St. Boniface Arts & Technical Centre
5 De Bourmont Avenue
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Main Street Campus and Language Training Centre
Suite 300, 123 Main Street
Winnipeg, Manitoba R3C 1A3
Telephone: 204-945-6151
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Portage Campus
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Southport, Manitoba R0H 1N0
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Winkler Campus
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Telephone: 204-325-9672
Fax: 204-325-4947

Steinbach Campus
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Gimli Campus
P.O. Box 190, 234 Tudor Lane
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KEN WEBB
Vice-President, Academic
Red River College

Innovation and Applied Learning

As Manitoba's largest institute of applied learning, Red River College supports innovation and economic development by:

- Providing skills, education and training to build and maintain a highly qualified and competitive workforce,
- Supporting rapid technology transfer and undertaking targeted applied research,
- Providing access to post-secondary education for the broadest range of Manitobans, and
- Supporting the human resource development capacity of key economic clusters.

The year in review

Innovation is critical to Canada's future economic success and Red River College is a key element in fostering innovation throughout Manitoba.

Manitoba and Canada have both developed strategies focusing on maintaining and improving our high standards of living and quality of life while competing and thriving in the global economy. These strategies recognize knowledge as a strategic asset and provide the framework for creating an environment to support sustainable economic growth, job creation and prosperity.

College Expansion Initiative

The College Expansion Initiative (CEI) supports the growth of Manitoba's public college system to meet the challenges of the Knowledge Economy. Aggressive expansion of new programs, accessibility initiatives, new infrastructure and e-Learning are fueling the largest growth in applied learning since the college system was created almost 40 years ago. More Manitobans are going to college than ever before!

Under CEI all four public colleges have developed multi-year expansion plans that capture each college's vision of their role in supporting the Innovation agenda for the province. At Red River College this includes:

- Adding or expanding 18 programs over the last two years
- Integrating the operations of Stevenson Aviation Technical Training Centre with the College
- Building a new aviation and aerospace training centre at the Winnipeg International Airport
- Constructing a new 2000 seat Business-New Media-Information Communications and Network Technology (Princess Street) campus in downtown Winnipeg
- Creating a virtual learning environment to support the explosive growth in e-Learning and Distance Education

Enrolments Up Again

Full-time Enrolments continued to rise

...Continued on p.3

e-Learning

Educational technologies and the Internet are bringing the College to rural communities and into the home. Learners who can't go to college can have college come to them.

- RRC is now able to broadcast live "television style" interactive lectures over the Internet. Using our Regional Campuses as receiving sites, classes can now be "webcast" from RRC studios at the Notre Dame Campus.
- Theory classes are being videostreamed to RRC Medical Laboratory Sciences students in Brandon.
- On-line course and program development for both on and off-campus students experienced explosive growth, with the number of courses using WebCT increasing from 44 to 317, and the number of student WebCT accounts growing from 118 in 2000-01 to 3,643 in 2001-02.

for the seventh year in a row, climbing 5.4 percent to more than 6500. Apprenticeship enrolments rose almost eight percent and Distance Education enrolments continued their double-digit growth, increasing 18 percent to almost 2500.

New Programming

In the second year of implementing the RRC Academic Expansion Plan new programming developments included:

- Aircraft Maintenance Engineer (Diploma)
- Gas Turbine Engine Repair & Overhaul (Certificate)
- Medical Laboratory Sciences (Diploma)
- Broadcast Arts (Diploma)*
- Precision Metal Manufacturing (Certificate)*
- Technical Communication*
- Inside Sales/Warehouse Technician (CE)
- Professional Sales (CE)
- CISCO Certified Professional (CE)
- Interdisciplinary Health Sciences (CE)
- Advanced Network Technician
- Ford ASSET (Apprenticeship)
- Canadian Communications for Physicians Trained Abroad

*(*for development in 2001/2002 and delivery in 2002/2003)*

Applied Research

Applied research aims to solve the practical problems of the real world. It includes technology transfer, rapid prototyping, and the timely development and commercialization of new products and process. It is a key element in improving innovation and productivity, and an expanding role for Canada's colleges and technical institutes. Red River College is expanding its capacity in applied research to support Manitoba's Innovation Strategy.

- The Canadian Foundation for Innovation (CFI) awarded RRC $550,788 in support of a new Centre for Applied Research in Sustainable Infrastructure to investigate new materials and technologies for buildings, construction and municipal infrastructure.
- Western Economic Diversification provided support to RRC to establish an Applied Research Office to promote and coordinate the College's applied research support to industry.
- The National Research Council's Industrial Research Assistance Program (IRAP) contracted with Red River College to provide an Industrial Technology Advisor (ITA) and services for the construction industry.

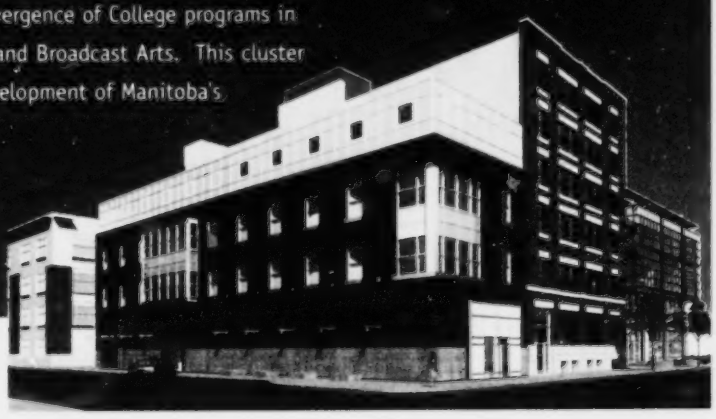
RRC Drives Innovation

To succeed in the global, knowledge-based economy a country must be capable of producing, attracting and retaining a well-educated and highly trained population. It must also create new knowledge, bring it to market and share the benefits of innovation with all its people. As accessible institutions and leaders in applied research and education, colleges are keys to economic development, strong communities, and regional prosperity. RRC will continue to drive innovation and build a better province for all Manitobans. •

Ken Wells

Centre for Media and Digital Entertainment

Phase one of the new Princess Street Campus saw the construction of the Centre for Media and Digital Entertainment. The Centre represents the convergence of College programs in Communications, Graphic Design, Multimedia, Animation and Broadcast Arts. This cluster of expertise and education will serve as a hub for the development of Manitoba's fledgling digital industries, as well as those media and communications industries being transformed by the digital revolution.



Phase I of the Princess Street Campus - the Centre for Media and Digital Entertainment.

College profile

Our New Age

Red River College is the largest and most comprehensive institute of applied learning in Manitoba. It provides the highest quality education and training for 32,000 full and part-time enrolments each year.

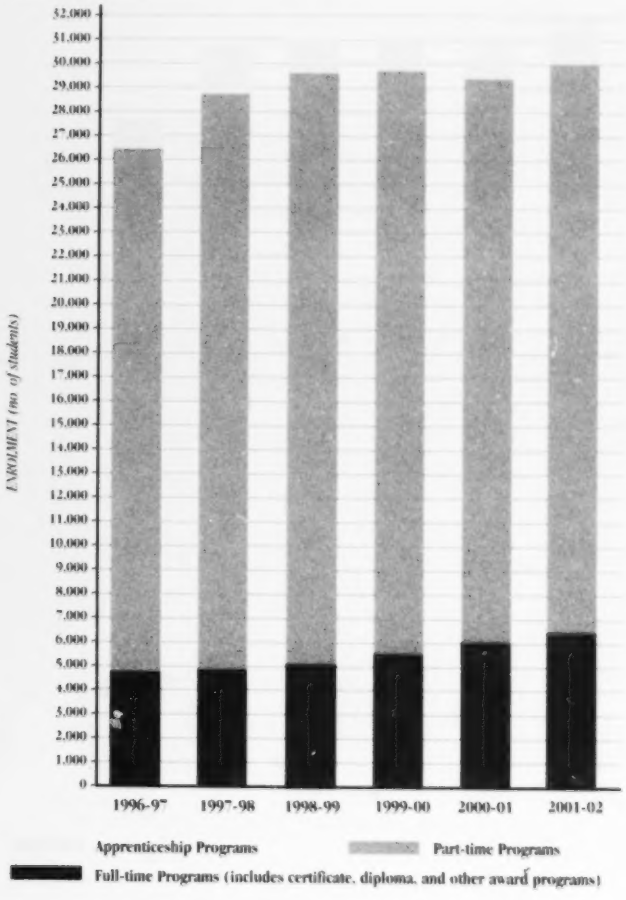
Through more than 110 diploma, certificate and apprenticeship programs it enables skilled, experienced and motivated graduates to experience success in the marketplace. It is the central focus for the College to ensure learner success by setting the standard in applied post-secondary education and meeting the demands of the marketplace.

The College is committed to staying current and responsive to the dynamic and evolving requirement of the marketplace. One of the methods is through an advisory committee for each program. Twelve hundred representatives from over 1000 employing or service agencies provide a direct link to the real world and consult extensively on ensuring programs adapt and change to economic and social realities. In addition through boards and industry contacts, instructors ensure program curricula incorporate leading edge theories, trends and practices.

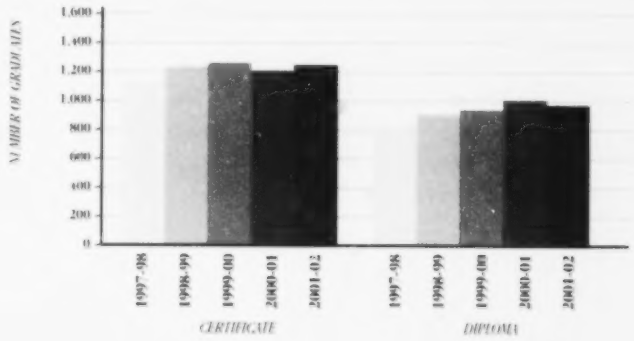
RRC's applied education prepares learners for today's and tomorrow's workplace. The College has a strong history of responsiveness, renewal and innovation.

A Red River College education offers a unique combination of classroom study along with hands-on work experience or co-operative education that provides students with both a theoretical and a practical understanding of their career path. RRC students have access to state-of-the-art equipment and computer technology, and to knowledgeable instructors who are dedicated to providing the opportunities for all learners to reach their full potential.

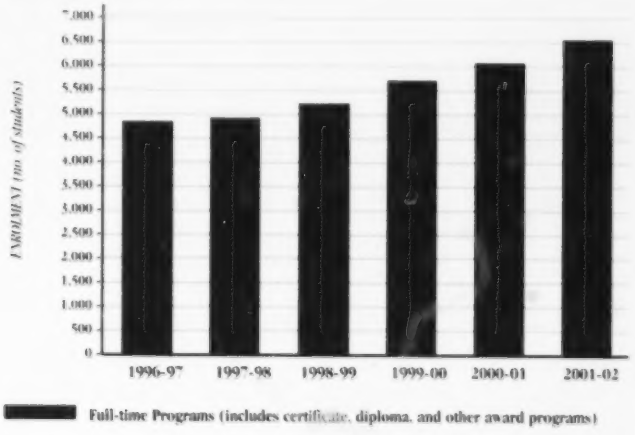
College Enrolment



Number of Graduates, Certificate and Diploma Day Programs



College Enrolment



Full-time Program Growth

The College has experienced significant growth in its regular full-time programs (certificate, diploma and other award programs) over the last seven years. This was particularly true for growth in 2001/2002, which was supported by the Province of Manitoba's College Expansion Initiative. This initiative propelled growth at over five percent.

Vision and Mission

The College has a future-focused vision. Red River College is a premier learning centred college, recognized in Manitoba and beyond as a leading center of innovation and excellence.

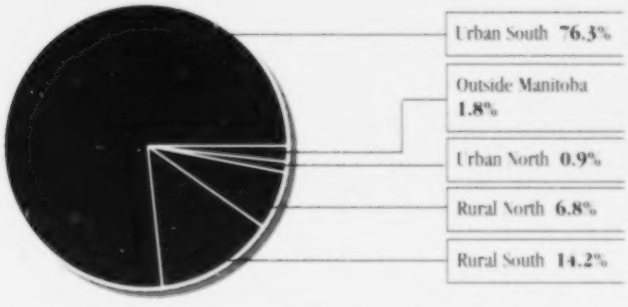
The mission of RRC is to build a prosperous and sustainable Manitoba through high-quality applied education and research focused on advancing the economic, cultural and social progress of people.

The College's ties to the community are reinforced through a 12-member Board of Governors. The Board focuses on the vision and long-term strategic directions for the College.

Organization

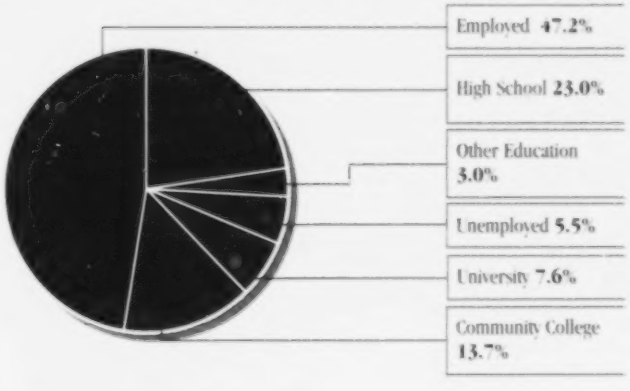
The College's largest campus is on Notre Dame Avenue near the Winnipeg International Airport. Other Winnipeg campuses include: a downtown location for the Academic Development Services programs and the Language Training Centre (Main Street), Stevenson Aviation and Aerospace Training Centre (Winnipeg Airport), a satellite centre in St. Boniface (St. Boniface Arts & Technical Centre), Heavy Equipment Transportation Centre (Notre Dame), and the Centre for Media and Digital Entertainment at the Princess Street Campus. Regional campuses are located in Gimli, Winkler, Portage la Prairie, and Steinbach.

Student Location Prior to Entry to RRC, 2001/2002

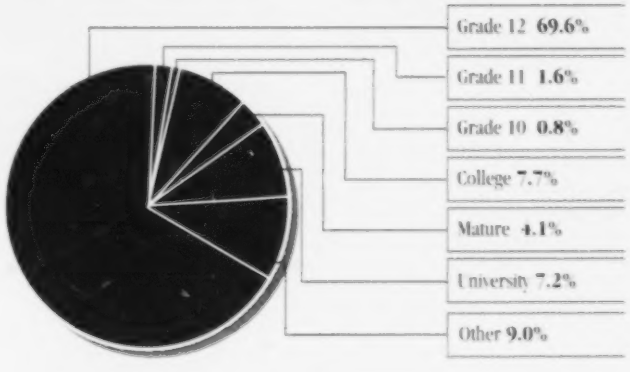


Note: *Urban South includes the metropolitan Winnipeg area, Brandon, Portage la Prairie and Selkirk. Rural South includes all other areas in southern Manitoba. Urban North includes the northern urban areas of Dauphin, The Pas, Flin Flon and Thompson. Rural North includes all other areas in northern Manitoba.*

Main Activity in Year Prior to Entry to RRC, 2001/2002



Previous Education Levels of Students, 2001/2002



Note: *highest level of education attained as calculated from the 65% of entering first-year students who reported their previous academic level of education*

RRC offers a diversity of credentials, including joint baccalaureate, advanced diploma, diploma, certificate and preparatory programs in the fields of applied arts, applied sciences, business, community services, developmental education, health, trades and technology. In addition, the College provides training for apprentices in 24 designated trades.

The College also offers a comprehensive array of courses for part-time learners in Winnipeg and across Manitoba through its Continuing Education and Distance Education offices, and its Regional Campuses.

During 2001 2002, RRC developed and implemented a new contract training model. A central Contract Training Sales and Services unit provides centralized sales, service and administrative support to training initiatives of all departments and divisions. Working with business, industry, labour, special interest groups, all levels of government, and professional organizations, it delivers educational opportunities through custom-designed training and modified College programs.

Demographics

In 2001 2002, the majority of students enrolled in full-time programming were between 20 and 24 years of age. Over 47 percent of incoming students were employed in the year prior to coming to RRC, while 23 percent were at high school and nearly eight percent were at university.

Students came to the College from across the province. Seventy-six percent of students are from the urban south. Excluding apprenticeship training, women comprised 49 percent of the full-time student population in 2001 2002.

As a comprehensive college, RRC serves a diverse population with a varied educational background. Nearly 70 percent had graduated from high school, another 14.9 percent had attended college or university programs and four percent were mature students.

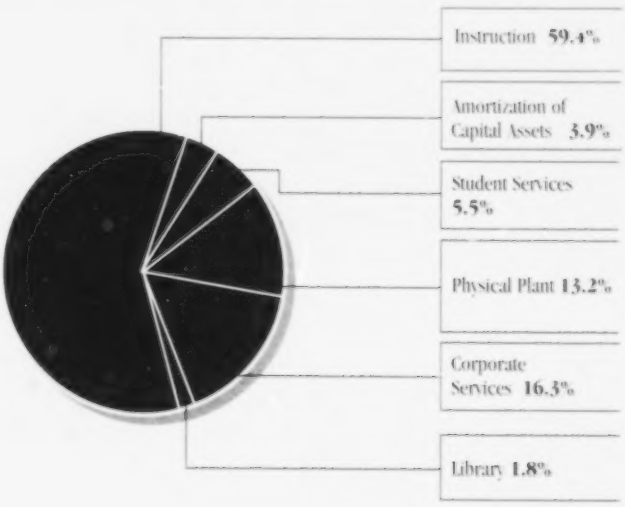
Resources

In 2001 2002, the total human resources of the College were approximately 900 staff years.

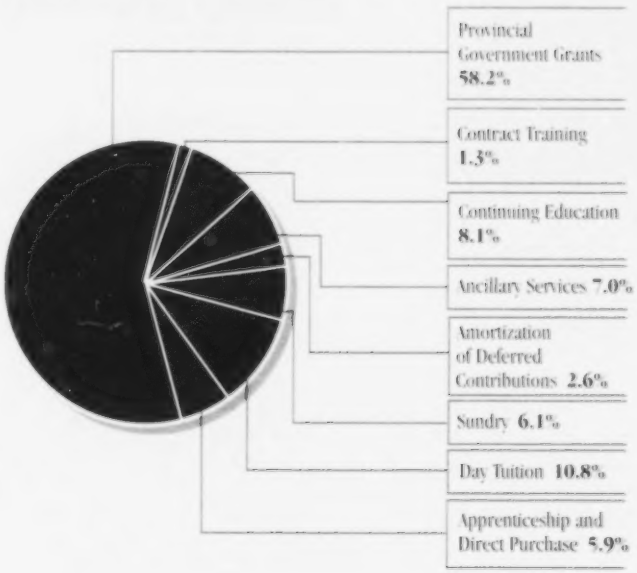
The College operates on a not-for-profit basis with an annual budget of approximately $82 Million.

As a publicly funded institution, the College relies heavily on provincial government grant support, which comprised approximately 58 percent of its total revenue in 2001 2002. The College receives tax-exempt status as a registered charity. •

College Expenditures 2001/2002 (total $82,100,000)



College Revenue 2001/2002 (total $81,918,000)



Graduate satisfaction and employment

Ninety-three percent of 2000/2001 Red River College graduates were employed or continuing studies.

Red River College is committed to providing an innovative learning experience to facilitate student success. This means supporting each student to realize his or her intellectual and personal potential.

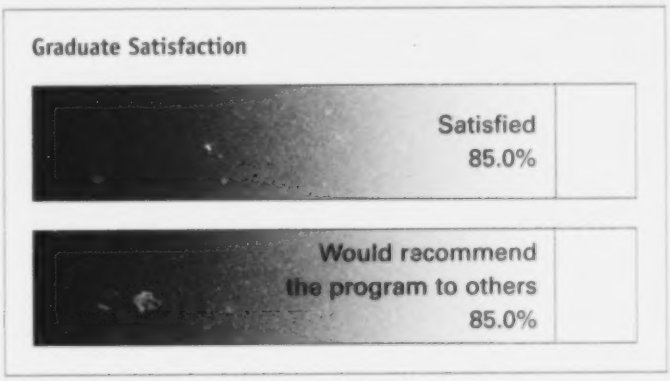
The College focuses on applied education and training directly linked to quality employment outcomes. The College must ensure that students graduate with the knowledge, skills and ability required for ongoing success. This is monitored on an annual basis by the College through an employment and satisfaction survey of graduates.

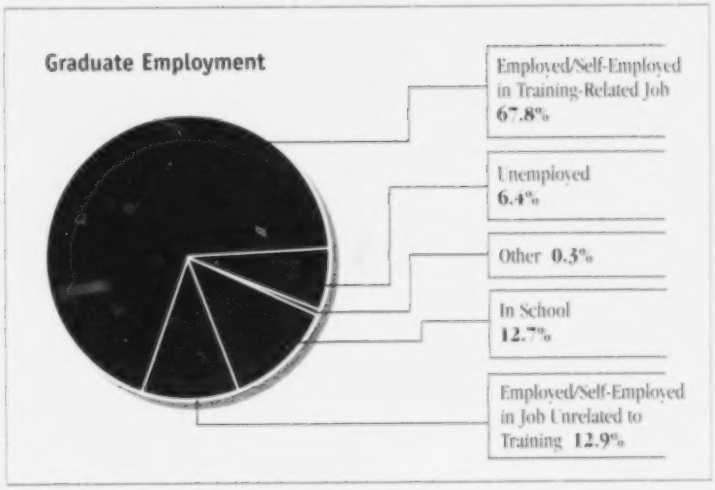
According to the survey of 2000-2001 full-time day program graduates 93.4 percent were either employed/self-employed or furthering their education during the survey period. Only 6 percent were still searching for an employment situation. Of the employed and self-employed graduates, 91 percent were employed on a full-time basis.

Approximately 85 percent of respondents reported that they were satisfied or very satisfied with the education and training they received at the College and 85 percent said they would recommend their program to others. Eighty percent strongly agreed or agreed that the program they completed at the College was up-to-date.

The annual Graduate Satisfaction and Employment Survey is a key part of the College's accountability to the public. It is essential for the College to monitor employment and satisfaction outcomes and implement improvements as indicated by the results of the survey.

The complete results for each program are published in an annual Graduate Satisfaction and Employment Report, which is widely distributed and available to the public. It is available at the College's website at http://www.rrc.mb.ca/researchplan/grdempr.htm •





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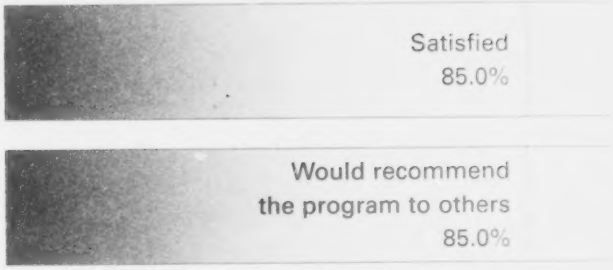
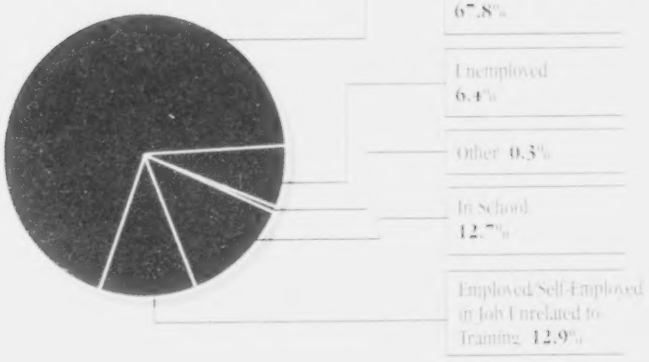
Graduate Satisfaction



Graduate Employment



Academic excellence

Our commitment to academic excellence is reflected in our pursuit of continuous improvement in all program areas, our demonstrations of public accountability and our pursuit of accreditation. Our overall performance is best demonstrated in the achievements of our students and our faculty.

Red River College graduates continue to find employment at an amazing rate. According to the latest follow-up study, over 93 percent of graduates were employed or continuing their education, with most of them finding full-time employment. Graduate satisfaction remains high, with 85 percent of graduates reporting they were satisfied or more than satisfied with the education they received at the College.

QNet Quality Award for Continuing Education

The Continuing Education division received the Manitoba Quality Network Silver Level award for its ongoing commitment to quality and customer service.

Academic Leadership

Red River College continues to provide academic leadership within our community, across the country and overseas.

Highlights of 2001/2002 included:

• Janet Jamieson and Jamie Koshyk from the Early Childhood Education faculty received a contract from Human Resources Development Canada to produce a video series and a TV documentary on Family Resource Centres across Canada.

• RRC was one of seven colleges selected to participate in the "Second Cross-Canada PLAR Study - Learners Perspectives."

• Red River College was one of only two Canadian post-secondary institutions to be invited to present a paper at the 2002 World WebCT Users Conference in Boston. RRC's presentation examined how WebCT is being used to deliver e-commerce and web programming courses in a student centred manner. WebCT is one of the world's most popular web-based course management systems.

• Red River College conducted DACUM (Developing a Curriculum) workshops for a number of innovative programs including Prior Learning and Assessment and Recognition (PLAR) Practitioner and Knowledge Management. The PLAR Practitioner DACUM was the first ever in Canada and will form the basis for an on-line certificate program.

• The Business and Applied Arts division piloted the use of the International Computer Drivers License (ICDL), an international benchmark for personal computer end-user competence. RRC became the first ICDL test centre in Manitoba.

• RRC's Language Training Centre was contracted by the Centre for Canadian Language Benchmarks to benchmark the English Language Demands of the Nursing Profession across Canada. The Centre also completed projects to determine the language levels and skills required according to the Canadian Language Benchmarks for the Occupational Therapist and Automotive Technician occupations.

• CISCO Systems selected RRC to become one of the first CISCO Academy Training Centres for Sponsored Curriculum (CATC-SC) in Canada. This allows the College to deliver training developed by Sun, Microsoft, Adobe, Panduit and other leading computer and electronics companies.

Canadian Recognizing Learning Award

Deb Blower, Red River College's Prior Learning Assessment and Recognition (PLAR) Facilitator was selected as the winner of the 2001 Canadian Recognizing Learning award. This national award was in recognition of her outstanding contribution to the field of PLAR in Manitoba, across Canada and internationally.

Deb is an accomplished educator, advocate, researcher, author and practitioner, and is much sought after for her PLAR expertise. Her advocacy and leadership has changed the culture of the College and in recent cross-Canada studies RRC was found to have one of the highest PLAR participation rates across the country.

Yves Landry - Innovative Manufacturing Technology Award

Red River College was awarded one of seven prestigious awards offered by the Yves Landry Technological Innovation Fund. The fund was created in honour of Yves Landry, President of Chrysler Canada, whose vision was to "forge an enlightened partnership between industry and education to train world class manufacturing technicians, technologists and engineers".

The Innovative Manufacturing Technology Program award was given to RRC in recognition of how well the Manufacturing Technician program matched skills development with the needs of industry, and for the innovative use of Prior Learning Assessment and Recognition. RRC was the only college outside of Ontario to receive the award.

Program Review

Through the systematic review of all programs on a regular cycle, the College ensures that its programs are constantly being revised to meet the needs of the ever-changing market place.

A new Curriculum Validation model was piloted in 2001-02 to provide a quality assurance process for curriculum renewal. The new model included the development of program learning outcomes in revised curricula, and assures the inclusion of the Conference Board of Canada's employability skills profile as College-wide Learning Outcomes in all programs.

Based on the results of the pilot study a three-tiered quality assurance model has been recommended. Face Validation (statistical based annual "report card"), Curriculum Validation (full curriculum validation) and Accreditation.

Accreditation

Red River College is committed to national and international recognition for its programs and graduates. Accreditation of programs by certifying bodies and professional associations is pursued wherever it is available. College faculty are also committed to excellence and many of them participate on national curriculum and accreditation committees.

• The Electronic Engineering Technology family of programs, including Electrical, Electronic, Instrumentation, Communication Systems, and Computer Engineering Technologies received the maximum three-year accreditation from the Canadian Technology Accreditation Board.

• The Early Childhood Education program received full accreditation from the Child Care Education Program Approval Committee (CCEPAC). The committee also cited the program and the faculty for the innovative Workplace Education model that allows for workers in licensed day care facilities to complete the program through two days a week on-campus studies and three days a week paid employment and workplace-based studies.

• The Information Systems Technology (IST) program received full accreditation from the Canadian Information Processing Society (CIPS).

• The Aircraft Maintenance Engineer (AME) apprenticeship program offered by the Stevenson Aviation and Aerospace Training Centre passed its re-accreditation review by Transport Canada. Stevenson offers the only apprenticeship based AME program in Canada.

• Based on a review of the Commerce/Industry Sales & Marketing program the Canadian Professional Sales Association (CPSA) agreed to provide C&I Sales graduates with a Sales Certificate from the CPSA.

Articulation

The quality of our academic programs is recognized across the country as RRC graduates continue to be accepted for advanced entry at many universities. RRC has over 60 articulation agreements providing diploma program graduates with two years credit towards a bachelor's degree in 80 percent of our diploma programs.

Advisory Committees

Advisory committees are a vital link between the College and the employers of our graduates. Each certificate and diploma program is supported by an active program advisory committee that provides ongoing feedback from employers, students and specialists in the field.

Program advisory committees, which meet at least twice a year, report to the Planning Committee of the Board of Governors. Any major program changes must have a recommendation from the program advisory committee before it can be implemented. Annual meetings between the Chairs of all program advisory committees and the Board of Governors provide for a direct link between the committees and the governors.

Partnerships

Partnerships strengthen our ability to develop and deliver quality programming. By bringing together unique, specialized resources and knowledge, a partnership can achieve more and make it happen more efficiently.

Many new partnerships were developed during the year, including:

Snap On Tools - Transportation Department student tool purchase plan and scholarship

Ford Canada - ASSET technician training program

Manitoba Metis Federation - joint delivery of the Metis Child, Family and Community Services Diploma program

Mid-Canada Marine Dealers Association - equipment donation and support to the Outdoor Power Equipment Technician Program

McLeod Adult Learning Centre - two English 40S courses were delivered to Academic Development Services students by an instructor supplied by the McLeod Adult Learning Centre.

A comprehensive list of Red River College partners is included as an Appendix.

Aboriginal Partnerships

Red River College continued to improve programming and supports for Aboriginal (Metis, First Nation and Inuit) students and to improve services to Aboriginal communities.

• The first annual Pow Wow for Aboriginal graduates of all College programs was held in May 2002.

• Adult 11 (Senior 3) education courses were piloted in the College Preparation for Aboriginal Students program.

• Carpentry apprenticeship programs were delivered at the Fisher River (Level

3), Peguis (Level 1) and Bloodvein (Level 1) First Nation Communities with 80 percent student success rates.

• A partnership was established with the University of Winnipeg to develop a Joint Bachelor of Arts in Aboriginal Self-Governance and a Joint Bachelor of Education in Aboriginal Languages.

• The College provided extensive support in preparation for the North American Indigenous Games.

Faculty Achievement

• **Shelley Bates** (Language Training Centre) received a Master's degree in Education Foundations and Administration. She was also awarded a Community Service Award for outstanding contribution to the field of adult ESL from the TEAM (Teaching ESL to Adults in Manitoba) professional organization.

• **Jody Baty** and **Guy Dugas** (Accounting and Computer Education) were featured presenters at the 2002 World WebCT Users Conference in Boston. The presentation was entitled "Leveraging the Delivery of Web Programming Courses Using WebCT".

• **Brian Bean** (Teacher Education) was appointed to a Manitoba School Trustee's Committee on Liability in Industrial Arts shops in the public schools and he was appointed to represent the department on the Manitoba Education, Training and Youth Steering Committee for Technology Education - Industrial Arts Curriculum for the Province.

• **Robert Charney** and **Brian Gebhardt** (Construction Trades) served on the National Technical Committee for the Skills Canada Competition.

• **Rob Clairmont, Phil Klassen** and **Hans Roth** (Electrical Electronic Technology) successfully completed semester VIII of the CISCO Certified Network Professional (CCNP) program.

• **Mary Courchene** (Aboriginal and Teacher Education) represented RRC at the World Indigenous Peoples Conference on Education 2002 at Stony Park in Morley, Alberta.

• **Guy Dugas** (Accounting and Computer Education) is collaborating with Connected Learning of Great Britain to develop software for WebCT content generation using XML transformations from within a Microsoft Word environment.

• **Jeff Gill** and **John Reimers** (Culinary Arts) provided editorial and content update for 'On Cooking' by Prentice Hall.

• **Janice Hamm, Cynthia Zelenewich, Andy Kozlowski, Brian Bean, Kurt Proctor, Merv Maxwell, Jim McMillan** and **Jim MacKay** (Teacher Education) conducted 25 days of workshops and activities for the Philippines International Project Training program.

• **Janice Hamm** and **Cynthia Zelenewich** (Teacher Education) made a presentation on the evaluation of student teachers in the RRC Teacher Education Programs at the WestCAST (Western Canadian Association for Student Teaching) Conference at Simon Fraser University in Vancouver in February.

• **Aaron Koodoo** (Construction Trades) had his research article, "Applications, Enrolment and Graduation Rates of Aboriginal Students at Red River College of Applied Arts, Science and Technology, 1993-1999" published by the Learning Research Institute, Kyushu Kyoritsu University, Japan (June, 2002).

• **Botho Kramer** (Construction Trades) was the recipient of the Apprenticeship Leadership Award. This award is given to an individual who has made a significant contribution to Manitoba's training system.

• **George Kurowski** (Construction Trades) was elected chair of the Refrigeration National Committee for Canada Skills Competition. He also received the Leadership Award from the Refrigeration Service Engineering Society (RSES).

• **Cindee Laverge** (Teacher Education) was awarded a Master of Business Administration degree by the University of Manitoba.

• **Mary Jane MacLennan** (Management and Marketing) was awarded the RRC Students' Association Teaching Award of Excellence at the June convocation.

• **Mary McIntosh** (Management and Marketing) made a presentation at the League for Innovations conference in Minneapolis entitled "Beyond Email." It dealt with advanced methods for communicating electronically with students.

• **Will Miller** (Electrical Electronic Technology) served as the Certified Technicians and Technologist of Manitoba (CTTAM) representative to the Canadian Technology Accreditation Board (CTAB). The CTAB is responsible for ensuring that the Canadian Technology Standards are followed when accrediting college programs.

• **Wayne Park** (Manufacturing) was awarded the Industrial Technologies Teaching Excellence Award at the June convocation.

• **Tom Pitt** (Culinary Arts) competed at the Winter Olympics in Salt Lake City in a demonstration Ice Carving Tournament.

• **Ed Roy** (Aboriginal Education) received a Master's degree in Public Affairs from Harvard University in Boston, USA.

• **Brad Schellenberg** and **Alex McIlraith** (Electrical Electronic Technology) completed semester V of the CISCO Certified Network Professional (CCNP) program.

• **John Thornton** (Culinary Arts) provided editorial services to Professional Baking published by The Bakery Association of Canada.

• **Eva Weidman** (Continuing Education) administered the Executive Challenge in partnership with the Manitoba Chambers of Commerce for 19 teams of students in 14 provincial high schools. The Grand Challenge was held in April at the Rural Forum in Brandon. •

The focus of Red River College is student success.

Student success

Red River College is a learning and a learner-centred college. This means that the prime focus is on student success. RRC encourages every learner to achieve his or her optimal intellectual and personal potential.

The College works to achieve this in numerous ways, for example, through high quality applied education, co-operative programs, prior learning assessment and recognition and student support services. Essential elements in an innovative learning environment are caring, professional faculty, a respectful, safe and healthy environment and strong student services. The College is also committed to implementing evidence-based improvements to enhance student accomplishment.

Program Information and Advising Centre

During 2001/2002, an important new element in increasing student success was established in the Program Information and Academic Advising Centre. Located in an area easily accessible to Visitor Parking and the bus stop, the centre is the focus for prospective students to receive information and guidance on college programming. The centre is staffed with two customer service representatives, two academic

advisors, and a PLAR advisor. The customer service representatives provide basic program information to the public over the phone and in person and refer individuals for appointments with advisors or career counselors for more detailed discussion regarding career and program planning. All program brochures and application forms are also available at the centre.

The introduction of this advising centre is intended to assist prospective students in making an informed decision about program selection and in planning for their studies. In the first eight months of the Centre's operation, the two academic advisors provided pre-enrolment advising to 1787 individuals.

Advisors also work with current students who need advice and guidance on academic policies and other academic issues related to their program of studies. The provision of individual advising services to prospective and current students at critical times in their academic career supports student success.

Assessing and Recognizing Prior Learning

Prior Learning Assessment and Recognition (PLAR) is a process of identifying, assessing and recognizing what a person knows and can do in relation to college programs.

For over twenty years, the College has implemented PLAR processes for students in order to grant credit for formal and informal learning gained outside of the College. In the past few years, the College has awarded 1550 course credits through PLAR.

The College PLAR Strategic Plan (1999-2004) provides the outcomes, actions and strategies for the integration, implementation and expansion of PLAR at RRC.

In 2001/2002 the College:

- Implemented an enhanced PLAR Advising Service for current and potential RRC students as part of the College's Program Information and Academic Advising Centre.

- Facilitated the development of the first PLAR Practitioner DACUM (Develop a Curriculum) in Canada, with a group of experienced Manitoba PLAR practitioners. The DACUM forms the basis for the on-site and on-line curriculum development for the PLAR Foundation Training course (basic level) and the PLAR Practitioner Training course (advanced level).

- Provided PLAR Foundation Training courses and a PLAR Foundation Training Summer Institute for post-secondary faculty and staff and participants from Apprenticeship, sector councils, licensing bodies and other organizations.

- Continued the development of new PLAR resources/processes for learners in College programs (i.e. Business Administration, Para-Educator, Volunteer Management Certificate, Applied Counseling Certificate, Medical Transcription Certificate).

- Implemented a "Train the Trainer in Professional Portfolio Development" course for College faculty who guide students in the development of professional portfolios prior to graduation.

Key Principles of a Learning College

The College's Strategic Plan identifies the vision, mission, values, goals and objectives. Central is the notion of a learning college. The key principles are:

1 The learning college creates substantive change in individual learners.

2. The learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices.

3 The learning college creates and offers as many options for learning as possible.

4. The learning college assists learners to form and participate in collaborative learning activities.

5. The learning college defines the roles of learning facilitators by the needs of the learners.

6 The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners.

Terry O'Banion. (1997). Creating More Learning-Centered Community Colleges. Mission Viejo, CA: League for Innovation.

• Participated in a national PLAR research study "A Second Cross Canada PLAR Study - Learners Perspectives" with six partner colleges from across Canada.

• Participated on the Provincial PLAR Program Team Committee to assist with the implementation of Manitoba's Policy Framework on PLAR. As well, the PLAR office provided resources and support for the Manitoba Prior Learning Assessment Network (MPLAN) - a provincial network that promotes the expansion of PLAR practices in Manitoba and Canada.

Language Training Centre

The RRC Language Training Centre (LTC) offers basic and advanced level programming to develop the practical, speaking, listening, reading and writing skills of students. A variety of English for Specific Purposes programs are provided to permanent residents of Canada and to international students. Highlights for 2001/2002 were:

• Awarded a contract by the Centre for Canadian Language Benchmarks, a national organization serving the adult ESL community in Canada, to Benchmark the English Language Demands of the Nursing Profession across Canada. Lucy Epp, LTC instructor, and Mary Stawychny, Access instructor, were the researchers; Audrey Bonham, Chair of LTC, was the Project Manager; and Alister Cumming, Professor and Head of the Modern Language Centre at the Ontario Institute of Studies was a consultant for the project.

• Developed and delivered the Canadian Communications for Physicians Trained Abroad (CCPTA) program for medical doctors who plan to pursue a path to re-licensure in Manitoba. A Canadian Taskforce to identify a common approach to the licensure of immigrant medical doctors has been struck and has identified an interest in the teaching approach and content of the CCPTA program.

• Developed and delivered an English for Registered Nurse Refresher Purposes program for Korean Registered Nurses who required English language training prior to entry into the Registered Nurse Refresher program.

• Completed, with funding from Manitoba Labour and Immigration, projects to determine the language levels and skills required according to the Canadian Language Benchmarks for the occupational therapist and motor vehicle mechanic occupations.

Academic Development Services

The Academic Development Services (ADS) department delivers academic preparation programs, administers the peer and staff tutorial services for the entire College and provides programming options for those students who desire a sampling of College courses from a variety of programs through the General Studies program.

In addition to its regular range of programming, in 2001/2002, ADS:

• Relocated to the 4th floor of the Main Street Campus. Surveys conducted with students identified their satisfaction with the new location in the downtown area of Winnipeg.

• Received a $250,000 grant from Manitoba Education, Training and Youth for the delivery of Adult 10, 11, 12 programs as well as College Preparation for Aboriginal Students program. This grant allowed the College to waive tuition for students enrolled in these programs in the 2001-02 academic year.

• Partnered with the McLeod Adult Learning Centre in 2001-02. The partnership included the delivery of two English 40S courses for ADS students by an instructor supplied by the McLeod Adult Learning Centre.

Adult Education Certificate

College faculty members are recruited for their expertise in an occupational field. To help them develop strong teaching skills, all permanent faculty are required to obtain a Certificate in Adult Education (CAE).

The CAE program is a post-secondary certificate program in adult education that is delivered through Manitoba's colleges. The program is continually reviewed and revised with new courses being developed to reflect new initiatives in the colleges and in adult education. Manitoba is one of only a few provinces to require college faculty to have post-secondary training in the development and delivery of training for adult students.

Academic and Educational Support Services

The College provides a comprehensive array of student support services through the Educational Support Services department:

• *Career and Employment Services.* In 2001/2002 the College adopted Worklink, a comprehensive internet job and resume service. This service provides employers with the ability to post job openings directly to the Internet and students with the ability to post their resumes. The staff of Career and Employment Services will input the job posting for an employer at no cost to the employer or to the college.

• *Academic Assessment.* A total of 2704 assessment tests were administered to individuals of which 2327 were administered as part of the admissions process.

• *Academic, personal, financial, and career counselling.* A total of 4598 appointments were made with counsellors for counselling services in 2001-02. Over 2500 students or prospective students met with a counsellor.

• *Support services to students with physical and learning disabilities.* ASL English interpretation and or computerized note-taking services to deaf and

hard-of-hearing students increased dramatically in 2001-02. The number of hours of service provided rose from 9386 in 2000-01 to 17,307 in 2001-02, an increase of 84%. The number of students served increased from 23 to 32. Seventeen of the 32 students were in funded programs and 15 were students in Continuing Education programs.

• *Exam accommodations for students with disabilities and students for whom English is a second language.* Four hundred and forty students received exam accommodations for 3649 exams during the 2001-02 academic year.

• *Tutoring Services.* Individual tutoring is available to all students and may be delivered by staff or peer tutors. Workshops on both content and study skills are also offered for groups of students. Tutoring was provided to a total of 472 students including 157 students with disabilities. Eight hundred and forty-six students attended workshops offered by Tutoring Services.

• *The Student and Community Advisor - Diversity and Inclusive Initiatives* offers support services to immigrant, refugee, visible minority and second-language students and provides a leadership role in implementing College-wide diversity iniatives. In 2001/2002 the following services were provided: delivered 16 diversity workshops to 1207 students in 14 academic program areas, and two inclusive learning environment workshops to 51 staff; provided advising to 224 prospective and current students; coordinated 23 College-wide diversity events; conducted 12 campus tours; wrote the *Inclusive Learning Environment Faculty Guides* and distributed 600 copies to faculty; and wrote the *Guides for Immigrant and English-as-a-Second-Language Students* and distributed over 1000 copies to prospective and current students. •

Achievements of Students and Graduates

The talents of Red River College students were again recognized for their achievements at the College and in competitions and projects across the country and around the world.

Lieutenant-Governor's Medal award winners in 2001/2002 were:
- Sheldon Hildebrand, Structural Technology
- Timothy Martin M. Stampe, Electronic Engineering Technology
- Ethan Emerie Stock, Commerce/Industry Sales and Marketing
- Chad J. Wiebe, Computer Analyst/Programmer

Gold Medal winners at the 2002 graduation were:
- Pamela Brakefield-Moore, Animal Health Technology
- Carla Joan Cameron, Greenspace Management
- Jeffrey S. Cochrane, Business Administration
- Anita Corda, Early Childhood Education
- Heather Joy Dyck, Medical Radiological Technology
- Laura A. Friesen, Child and Youth Care
- Sheila Marlene Harris, Computer Analyst/Programmer
- Angela Hartman, Culinary Arts
- James Hancock, Manufacturing Technician
- Penny L. Jackson, Administrative Assistant
- Edward Brent Keilback, Heavy Duty Equipment Technician
- Robert Travis Kelln, Health Information Technologist
- Beth C. McWilliam, Culinary Arts
- Francis James T. Nolan, Creative Communications
- Matthew P. Schmidt, Automotive Technician
- Kulwinderjit Singh Sekhon, Civil Technology (Municipal)
- Beverly Shaw, Information Systems Technology
- Catherine Agnes Spence, Aboriginal Interpreter
- Sarah J. Stryk, Hotel and Restaurant Administration
- Timothy Martin M. Stampe, Electronic Engineering Technology
- Cindy Lynn Templeton, Developmental Services Worker
- Sandi K. Thomson, Teacher Education (Business)
- Kanyarat Ung, Chemical and Biosciences Technology

• Shaun Benderski won the $500 DuPont of Canada scholarship award for academic excellence in the Refrigeration Program. He also won the Refrigeration Service Engineers Society (RSES) new graduate recognition award.
• Peter Ham, a Plumbing student, won the gold medal at the Canada Skills Competition.
• Terry Halowaty, an Aircraft Maintenance student at Stevenson Aerospace and Aviation, won the gold medal at the Canada Skills Competition.
• Kent Kroeker, a Masonry student, won the gold medal at the Canada Skills Competition.
• Jamie Labiuk, a recent graduate of the Apprenticeship Cook program, won the Provincial Junior Culinary Competition.
• Jennifer Locke and Steve Potter (Computer Engineering Technology Graduates) were awarded the Institute of Electrical and Electronics Engineers (IEEE) of Canada 2001 Life Member Award for their paper titled "Computer Guided Pathfinder".
• Corey Quintaine and Tyler Paziuk, Creative Communications students, won the Association for Canadian Community College's Canada wide Competition to create an Awareness Campaign promoting energy efficiency to students, staff and faculty in Canadian Colleges and Institutes. •

New directions

Innovation in Our New Age

Knowledge is a strategic asset. Developing world leading skills and strengthening our research capacity are the keys to ensure this knowledge contributes to building an innovative economy that will benefit Manitobans. Future success in the global economy will be measured in part by the vigour of our educational system and the creativity of our research capability.

Red River College is a central partner with government, business, labour and the community in ensuring that Manitoba maintains and improves our high standards of living and quality of life while competing in the global economy.

The College is experiencing its largest expansion since the Notre Dame Campus was constructed nearly forty years ago. New programs are introduced every year and enrolments are increasing dramatically. The first phase of the Princess Street Campus has opened with the second phase coming in 2003. Stevenson Aviation and Aerospace Training Centre has been integrated with the College. Regional Campuses are growing in response to the needs of the local communities. There are more international and distance learners. The College has also initiated applied research as a focused activity. The future will bring more innovative growth in expanded opportunities for applied learning and research for Manitobans.

CARSI and Applied Research

Applied research is a key element in improving innovation and productivity, which in turn drives economic development. For many years Red River College has carried out applied research projects for Manitoba businesses as well as projects arising from internal research and development needs. As a critical contributor to economic development, Red River College is increasing its support to applied research, technology transfer, prototyping, product development, testing and commercialization.

In January 2002, Red River College received a $550,788 grant from the Canadian Foundation for Innovation to help develop the Centre for Applied Research in Sustainable Infrastructure (CARSI). Additional funding is currently being pursued.

The CARSI mission statement is "to develop advanced sustainable infrastructure technologies and products in Manitoba through innovation and excellence in applied research, which benefits the environment, and economy of Canada."

With guidance provided from the CARSI Advisory Committee, four strategic goals and a list of guiding values and principles for conducting applied research were developed for the Centre. CARSI goals are: (a) conduct innovative and improved applied research; (b) undertake strategic applied research projects; (c) develop unique technical service capabilities; and (d) develop resource and infrastructure capabilities.

The guiding values and principles for CARSI are: show linkages to the economic development of Manitoba and Canada; be consistent with RRC's strategic plan and mandate to conduct applied research "on a cost-recovery basis"; be industry-driven; provide enrichment to student learners' academic training, applied research techniques and workforce preparation; provide professional development opportunities for faculty; and provide an opportunity to create partnerships and collaborative networks among other research institutions, industry and the community.

Joint collaborative research partnerships have been established with exter-

nal researchers from other post-secondary institutions and research organizations such as the University of Manitoba (Civil Engineering, Bio-systems Engineering), ISIS Canada, and the National Air Barrier Association. The primary objective of these partnerships is to link applied and basic research expertise and training activities.

Specific research plans have been developed based on the growing needs of industry and the capability of the researchers. These include plans for the following areas of research in Construction Materials and Building Systems:

- Asphalt Concrete Materials
- Advanced Composite Materials
- Light-Frame Wood Structures
- Building Envelope Systems

The project will involve the construction of a new research facility on the Notre Dame Campus to house the new research laboratories. A CARSI steering committee is guiding the development of the project and the technical site requirements planning for the research facility.

In the future, infrastructure and resources will be established to expand applied research into Environmental Technologies and Geomatics Technologies.

Applied Research and Innovation Office

Red River College is actively involved in supporting the Canada and the Manitoba governments' initiatives in knowledge-based economic development. The emphasis is on applied research, which is the application of new and existing knowledge or information to practically resolve problems with a focus on innovation nearer the end of the product process development cycle.

Applied research is designed to solve practical problems of the modern world, rather than to acquire knowledge for knowledge's sake. RRC will increasingly acknowledge and implement initiatives to augment scholarly activity among faculty and increase the opportunities for faculty and students to participate in and to conduct applied research.

A key activity is the development of an Applied Research and Innovation Office (ARIO). The concept is to establish an office to coordinate applied research activities and act as a one-stop-shop/window to the college. It will serve as a gateway for external partners seeking to work with the college on applied research and to support internal initiative and activities with faculty, staff and students. Applied research will support learning in the classroom and contribute to economic development. The long-term intent is to support technology transfer and commercialization.

To support innovation, research and development RRC will:

- Develop applied research partnerships with leading local and international private sector innovators. ·

- Develop research partnerships with Western Economic Diversification, Industrial Research Assistance Council, Manitoba Research Innovation and Technology Division of ITM, and with the Universities of Manitoba and Winnipeg.

- Integrate applied research projects in specific college programs so graduates enter the workforce understanding the importance of research and development.

- Continuously update the College's Institutional Research Plan. Responding to industry and community demand, RRC will aim its research activities at: 1. Sustainable infrastructure technology; 2. Bio-sciences Laboratory; 3. Manufacturing Design Technology; 4. Human care services; and 5. Education technology. RRC has the necessary expertise in these areas. RRC faculty and staff benefit from the applied research, there are strong partnerships with external agencies and businesses, and the areas of applied research can be interrelated producing internal linkages.

- Achieve institutional eligibility for National Science and Engineering Research Council research grants for faculty and staff.

- Consult with the Industrial Research Assistance Program on hosting additional Industrial Technology Advisors in the College, including at the new Princess Street Campus.

- Implement an Outreach and Recognition Program including identification of incentives/means to encourage staff participation in applied research.

- Pursue funding for the Bio-sciences Research Laboratory.

Advancing the Educational Opportunities for Manitobans

To succeed in the global, knowledge-based economy Manitoba must prepare, attract and retain a well-educated and highly-trained population. RRC provides the training and skills required to create and to maintain a competitive and innovative workforce.

The College works with and will continue to support the development of a highly-qualified and competitive workforce by:

- Increasing program capacity through the development of new facilities (Stevenson Aviation and Aerospace Centre, Regional Campuses, Princess Street Campus) and the use of e-Learning technologies (RRC Virtual College, Campus Manitoba, Campus Canada);

- Increasing program offerings in support of key economic development sectors identified in the Academic Programming Expansion Strategy as critical for Manitoba, such as, Aviation and Aerospace, Advanced Manufacturing, Health Care, Life Sciences, Information Technology, New Media, Biotechnology, Apprenticeship, and Aboriginal learners;

- Developing innovative learning strategies such as Prior Learning Assessment and Recognition (PLAR), hybrid (face-to-face and web-enabled) learning, dual credit (school and post-secondary) courses and articulation arrangements with high schools, other colleges and universities;

- Developing through the support of

the College Expansion Initiative, in the upcoming year, the following new and expanded programming:

- Digital Multimedia
- Broadcast Arts
- Technical Communications
- Aircraft Maintenance Engineer
- Precision Metal Manufacturing
- Business Administration - Commerce Major
- Medical Transcription
- Para-legal Educator;

• Developing new applied degree programming related to identified requirements in Manitoba. The province needs to expand its enrolments in college-level applied education to provide a skilled workforce for economic development. There are several areas of anticipated need in the province, including information and communication technology, bio-sciences, health, early childhood education, advanced manufacturing and aerospace. Applied degrees reflect the impact of a changing economy on labour market requirements for applied skills and knowledge, and student demand for training offering specific employment-related advanced skills. Businesses are requiring higher levels of learning in technology, production, logistics and processes, as they become more knowledge intensive.

Canada's and Manitoba's economies are evolving at an extremely rapid pace, fueled by technological advances and innovation. Employers are seeking graduates with advanced and sophisticated skills; skills often not attainable through a two-year diploma program, or through a university Baccalaureate Degree program. Employers in a wide range of industries are demanding advanced, hands-on training and skills development most typical of the learning which takes place in community colleges. RRC will explore the development of such programming for the benefit of Manitobans;

• Developing and delivering a comprehensive array of for-credit Continuing Education offerings to address the continuous learning and upgrading of those already in the workforce; and

• Providing diverse International Education programming to support the recruitment, retention and workforce preparation of immigrants and international students.

New Downtown Princess Street Campus

The Province of Manitoba has provided funding for a new downtown campus for RRC in the Exchange District area of Winnipeg. The first phase saw the renovation of a building located at 315 William for classes beginning in September 2002.

The next phase involves the re-use and restoration of much of the historically significant facades and interior finishes of the Princess block along with the construction of a new integrated building behind them. This will be available for students in September 2003, while the third phase will be the construction of the Adelaide building.

Overall, the Princess Street Campus will include about 225,000 sq. ft. that will house 2,000 students in information communication, network and computer technology, creative arts, new media and business programs. Red River College's Notre Dame Campus is currently operating at capacity with nearly 7,000 full-time students.

The downtown campus will link the College to industry and business and provide more opportunities for access to students from across the city. It will also help to revitalize the city's downtown.

Physical Infrastructure

Program and enrolment expansion will continue to require RRC to grow its facility and equipment infrastructure. Princess Street is only one element of that growth as RRC transforms into a single college with multiple campuses.

Plans will be developed for the Notre Dame Campus, including:

• A short-term plan to guide the back-fill renovations as some programs are transferred to Princess Street, opening space at Notre Dame for expanded and new programming.

• A long-term campus plan at Notre Dame to provide a vision for future developments.

• Regional Campuses will enhance their physical capacity as local requirements grow.

• The Millennium Park will arise around the main campus providing a vibrant and inviting environmental space for students, staff and the surrounding community.

Technological Infrastructure

The world is experiencing an information and knowledge revolution that is affecting society as profoundly as the industrial revolution. To be at the forefront of this transformation, the College must integrate technology into every facet of operations. This includes the development of instructional technology programs, smart classrooms, and distributed learning. Learners need the technological resources and skills to become well educated and productive. An Educational Technology Plan will guide the development and improvement of Educational Technology, Student Services and Management Systems, Distributed Delivery, Infrastructure, Technical Support, and Curriculum and Faculty Support.

A Healthy and Safe Work environment

RRC will build on its commitment to ensure a safe and healthy environment for all members of the College community. This will include accommodation for the recent legislative changes in the province.

All of the facilities of the College will be managed in accordance with the new requirements. In addition, the College will implement improvements based on the findings of the Well-being in the Workplace Through Healthy Organizations project. The primary goal of this project is to improve organizational health and effectiveness. Some of the initiatives include: a management training program, a faculty and staff recognition program, programs to increase the diversity of the College, succession planning, and preparing and modeling a College statement of values. •

Academic Programs

Crystal Easter, a third year Busine.s Administration Integrated Student.

ABORIGINAL AND TEACHER EDUCATION

Dean Mary Courchene

Room F116, Phone 632-2534, email mcourche@rrc.mb.ca

The division offers a number of strategic programs and services designed to assist students from various backgrounds to be successful in all areas of the College. An important focus has been co-operative work with the Aboriginal community. The division continues to improve programming and supports for Aboriginal (Metis, First Nation and Inuit) students and to improve services to Aboriginal communities by partnering with organizations and agencies in providing community-based education programs.

This division includes two academic departments: Aboriginal Education and Program Development, and Teacher Education, as well as the ACCESS programs and the Aboriginal Resource Student Centre.

ACCESS Model Programs

The ACCESS Model Program is designed to provide admission to specific Red River College programs for low-income individuals who have not had the opportunity because of social, economic or cultural factors; formal education; or geographical location (inaccessibility to post-secondary institutions).

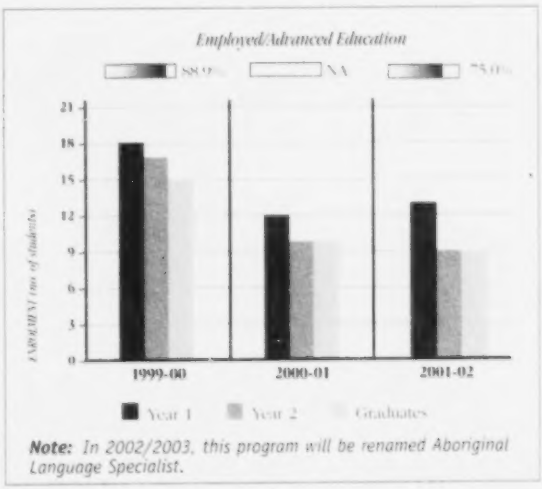
This program offers entry into the following programs:

- Southern Nursing Program
- Business Administration Integrated
- Integrated Science and Technology (ISTAP) (Civil CAD)
- Other discretionary Red River College certificate or diploma programs

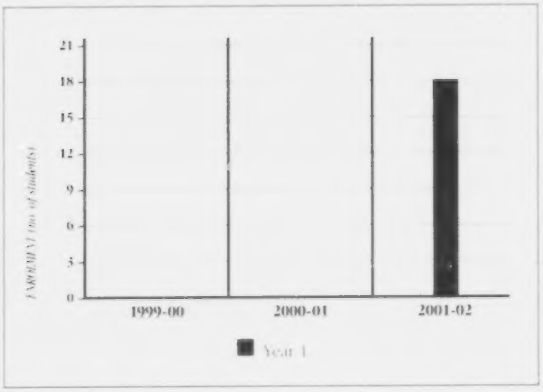
Aboriginal Interpreter

Two-year diploma program

This program trains fluent Algonquian speakers (Cree, Ojibwe, Oji-Cree and Michif) in translating and interpreting in a variety of settings. The initial focus will be in the legal and medical areas which require both Algonquian and English interpretive skills. Graduates find employment as interpreters in the court and medical system as well as with Aboriginal organizations and agencies and government agencies.



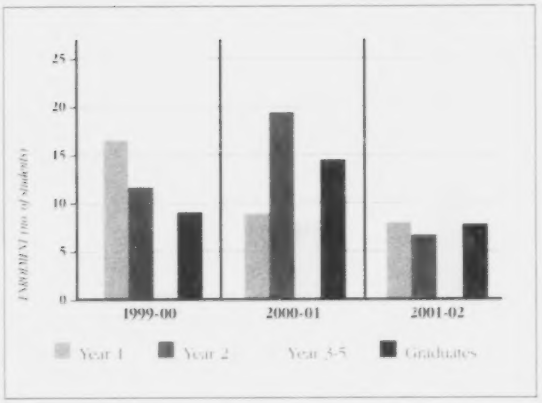
Note: *In 2002/2003, this program will be renamed Aboriginal Language Specialist.*



Aboriginal Self-Government Administration

Two-year diploma program

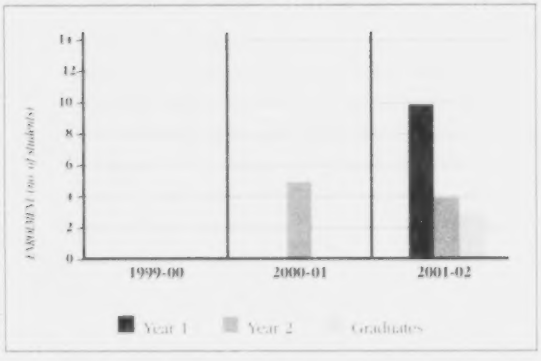
This program provides training for Aboriginal students in the Aboriginal self-government process. Training will be provided in all the fundamental aspects of the self-government process, including knowledge of political systems, traditional and existing models of self-government, and the skills associated with administration, finance, management and policy analysis.



Business Teacher Education

Five-year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg

The Business Teacher Education program develops knowledge and skills in general business, accounting, marketing and secretarial; including technical skills in computer applications, word processing and computer accounting; and teaching methodology in business. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, as well as a diploma in Business Teacher Education from RRC. Graduates will be eligible for a Permanent Professional Teaching Certificate from Manitoba Education and Training which would allow them to teach in the secondary schools in Manitoba.



Business Teacher Education - After Degree

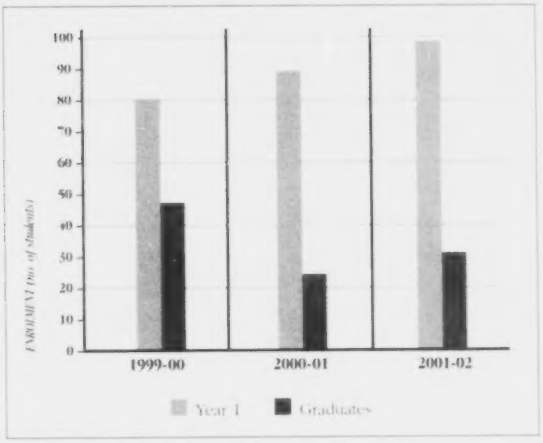
Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg

The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in business, combined with teaching methodology, required for the teaching major in business education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in the secondary schools in Manitoba.

College Preparation for Aboriginal Students

One-year certificate program

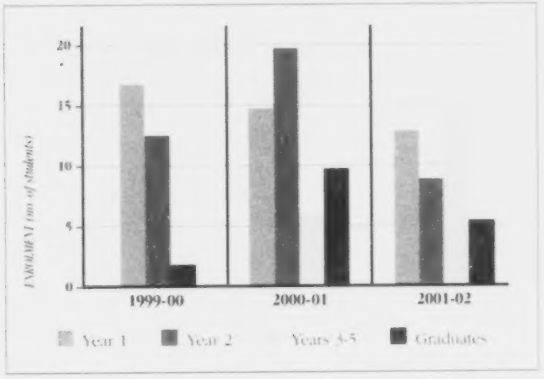
The purpose of this program is to assist Aboriginal students in the development of mathematics, science, communications and professional skills. The program is designed to prepare students to take further training at the College and or broaden employment opportunities.



Industrial Arts/Technology Teacher Education

Five-year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg

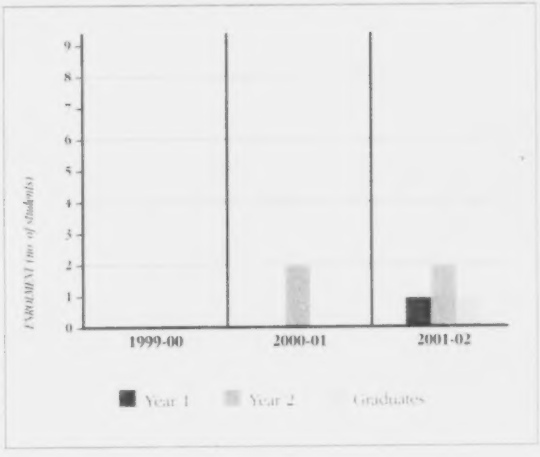
This program develops knowledge and skills in manufacturing, power and energy, graphic communications and construction; including computer applications, and teaching methodology in industrial arts and technology education. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, and a diploma in Industrial Arts Teacher Education from RRC. Graduates will be eligible for a Permanent Professional Teaching Certificate from Manitoba Teacher Education and Training which would allow them to teach in the secondary schools in Manitoba.

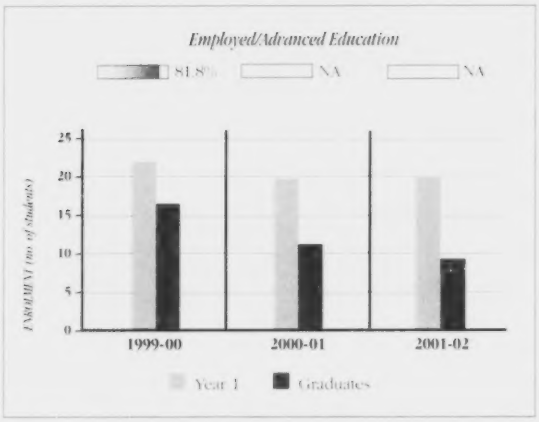


Industrial Arts/Technology Teacher Education - After Degree

Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg.

The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree program with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in industrial arts/technology, combined with teaching methodology, required for the teaching major in industrial arts/technology education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in the secondary schools in Manitoba.

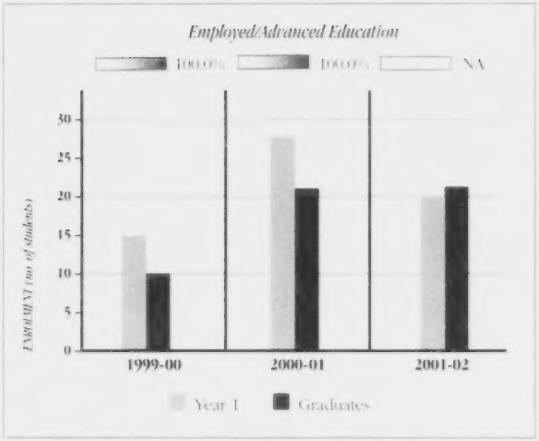




Microcomputer Applications

One-year certificate program

This program provides Aboriginal students with training in a number of computer software applications, accounting and communication skills for use in businesses and organizations. Depending upon individual interest and ability, students who complete the program will be able to work in a wide range of positions with businesses and organizations from clerical to administrative functions.



Vocational Industrial Teacher Education

One-year accelerated diploma program

This program provides the knowledge and skills required for certification by Manitoba Education and Training. Graduates are eligible for a Permanent Special Vocational Industrial Teaching Certificate from Manitoba Education and Training which would allow them to teach in their vocational area in the secondary schools in Manitoba. Graduates are also granted credit for the first two years of the four-year Bachelor of Education program at the University of Winnipeg. Graduates find employment in teaching positions in high schools offering vocational industrial programs and in community colleges.

APPLIED SCIENCES

Dean Barry Garbutt

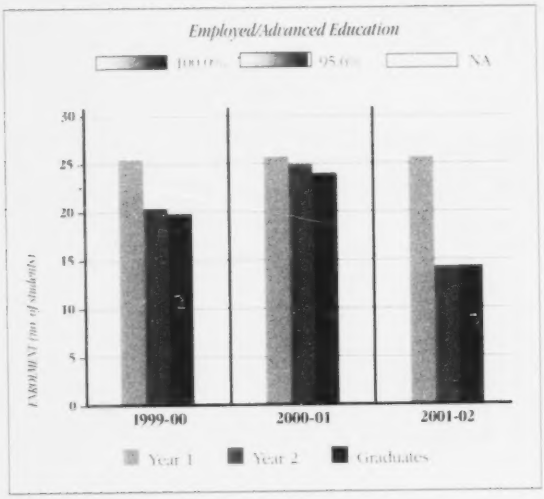
Room A135, Phone 632-2215, Email bgarbutt@rrc.mb.ca

This division consists of four departments: Community Services; Electrical/Electronic Engineering Technology; Health and Applied Sciences; and Nursing. These departments provide training in joint baccalaureate, advanced diploma, apprenticeship, diploma and certificate programs. As well, the division is involved in a number of human and health service partnerships with other agencies. The Manitoba Water and Wastewater School is also delivered through this division.

Animal Health Technology

Two-year diploma program

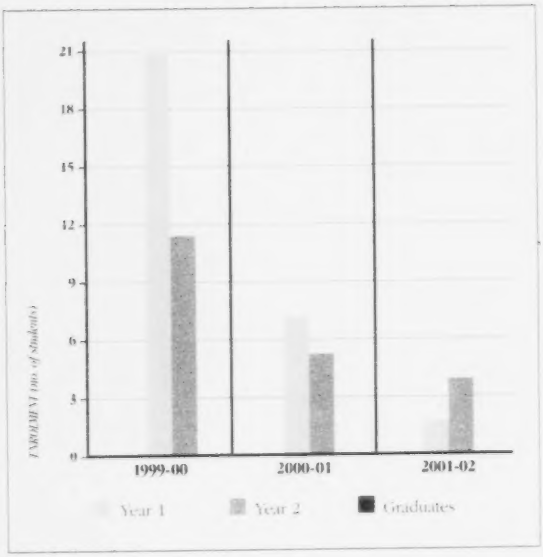
This program trains students to develop the knowledge and skills required to be a member of the animal health care team. Graduates find employment in private veterinary practices, farm production units, research laboratories and with zoological collections and the federal or provincial governments.

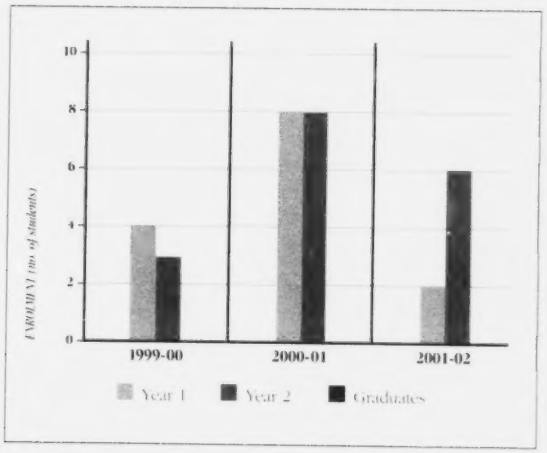


Applied Biology

Joint four-year degree program offered in partnership with the University of Winnipeg

This program has been developed to address the needs of the health-based industries of Manitoba. Biotechnology is the area of emphasis. Students may begin the program at either RRC or the University of Winnipeg, but must apply at the University first and meet the entrance requirements.

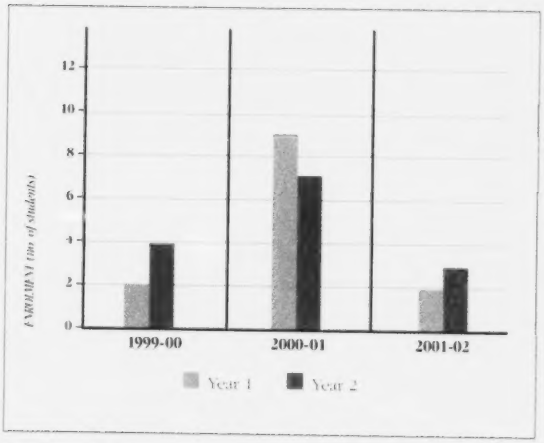




Applied Chemistry

Joint four-year degree program offered in partnership with the University of Winnipeg

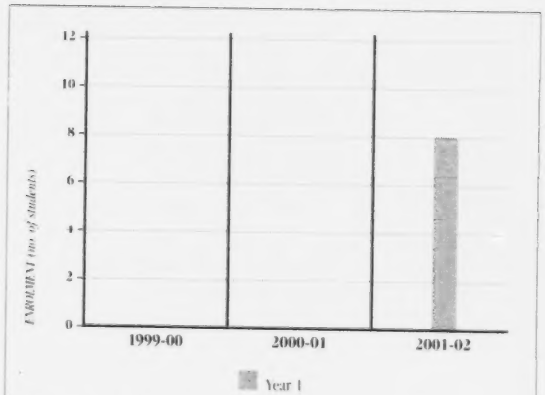
This program was developed to meet the requirements of both the four-year Chemistry major at the University of Winnipeg and the two-year Chemical and Biosciences Technology program at the College. Students successfully completing the entire program will qualify for both a Bachelor of Science degree from the University of Winnipeg and a Chemical and Biosciences Technology diploma from RRC.



Applied Environmental Studies

Joint four-year degree program offered in partnership with the University of Winnipeg

Applied Environmental Studies is a joint degree program with the University of Winnipeg. It is designed to address the human resource needs of the environment-based industries of Manitoba. Ecology and sustainability are the two areas of emphasis.



Note: *The first graduating class will be in March 2003.*

Advanced Network Technology

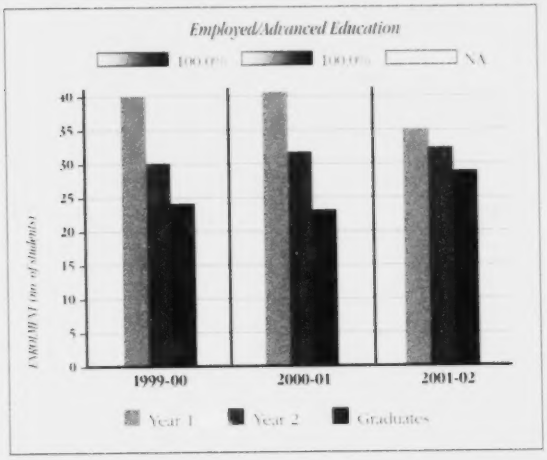
One-year advanced diploma program

This multidisciplinary program encompasses courses covering a range of topics from windows client and server operating systems, computer hardware, advanced networking, network cabling, Unix, and web development courses. Graduates will have a deeper understanding of computer systems through focus on current hardware, operating system and network technologies.

Chemical and Biosciences Technology

Two-year co-op education diploma program

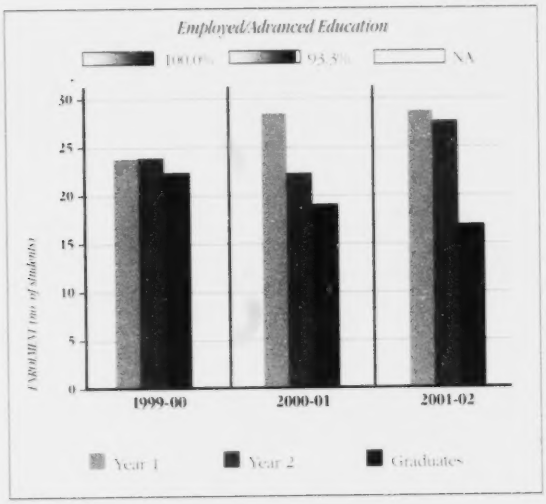
On completion of this program, students will have the knowledge and skills required to work as technologists in the chemical field. Graduates find employment as technologists in the following areas: analytical analysis, research chemistry, quality assurance and biotechnology such as molecular biology and recombinant DNA technology.



Child and Youth Care

Two-year diploma program

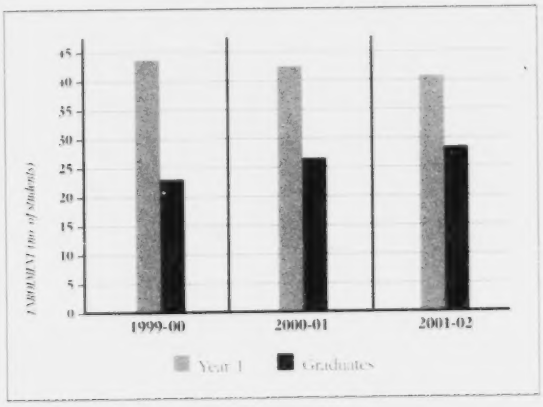
This program trains practitioners to help children, youth and their families develop their strengths and skills to identify and resolve concerns that occur in their lives. Child and Youth Care practitioners work in a wide range of settings with children and youth experiencing behavioural and or emotional difficulties. The need for child, youth and family support expands in response to the multiplicity of social and economic issues affecting communities.

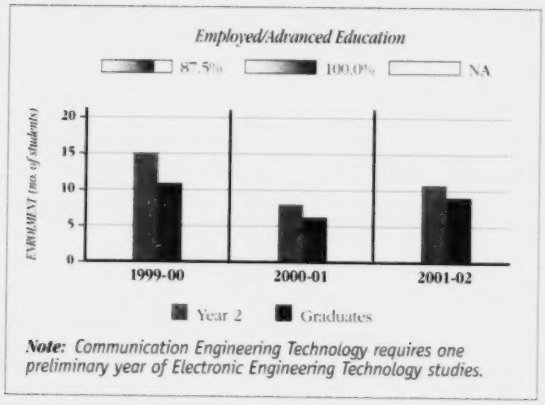


College Preparation for Nursing

One-year certificate program

This program is designed to provide students with the academic and professional skills necessary to enter and be successful in the Joint Baccalaureate Nursing Program.



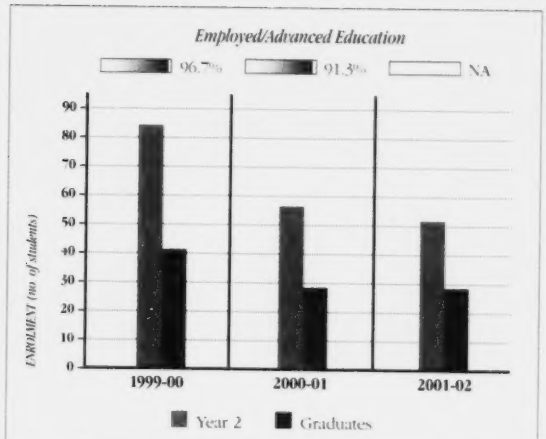


Note: *Communication Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

Communication Engineering Technology

Two-year diploma program

Students learn to specify, configure, implement, test, troubleshoot, and repair communication systems. Due to the increasing presence of communication systems in modern industry and commerce, graduates are expected to find employment with a wide variety of companies in communications systems technical support, technical sales, servicing and research and development.

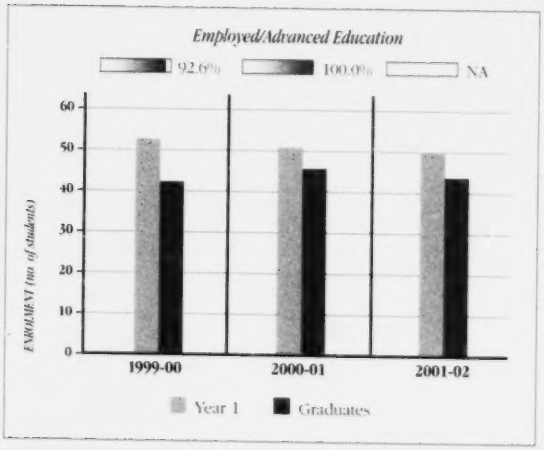


Note: *Computer Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

Computer Engineering Technology

Two-year diploma program

This program develops a broad general background in electronics with specialty training in computer hardware and software, including troubleshooting, maintenance and servicing. Graduates find employment in almost every aspect of industry: in research and development, installation, testing and maintenance, design and marketing.



Dental Assisting – Level 2

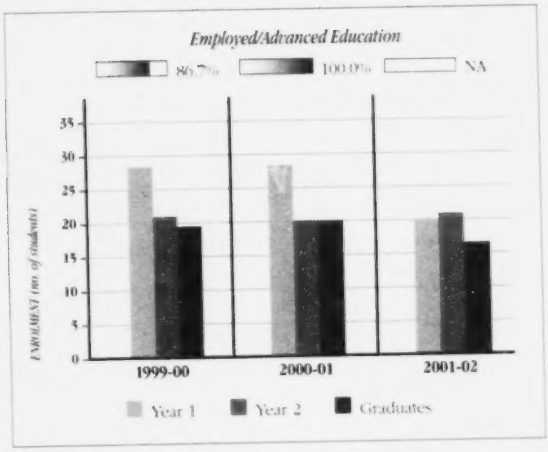
One-year certificate program

This program develops the skills required to assist the dental operator in all dental procedures, mixing materials and preparation of instruments, operatories and patients. Graduates find employment in private dental offices, large clinics and in government public health programs.

Developmental Services Worker

Two-year diploma program

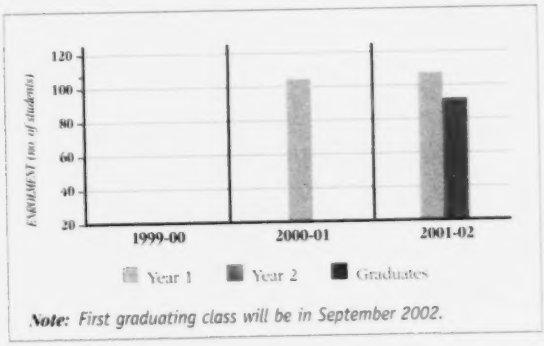
This program provides the knowledge and skills required to provide quality assistance to people with an intellectual disability living in the community. Positions may be found in community residential settings, employment-related programs, and developmental and educational services.



Diploma Nursing - Accelerated

Two-year diploma program

The Diploma Nursing (Accelerated) [DNA] Program is a 25-month continuous program. On successful completion of the program, graduates are awarded a Diploma in Nursing from Red River College and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation "Registered Nurse". Registered Nurses graduating from a diploma program focus on promoting health and caring for those already ill. They provide services to individuals and families in many settings, but primarily in health care institutional settings.

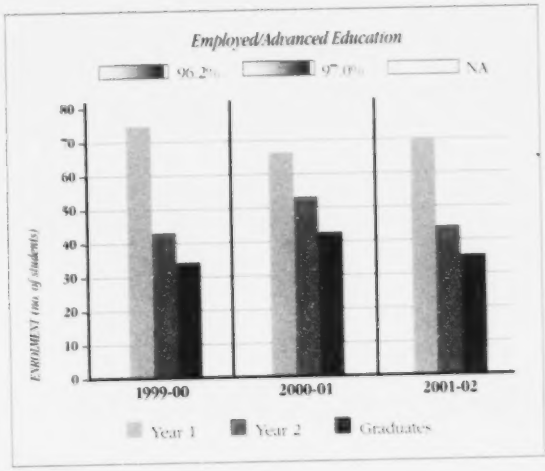


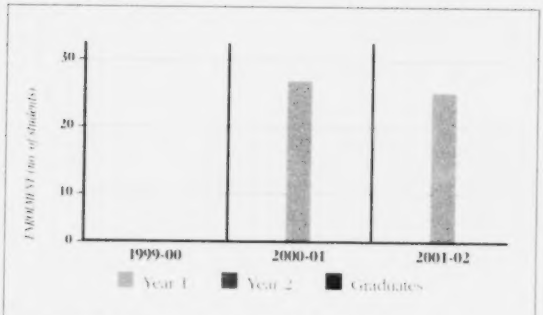
Note: *First graduating class will be in September 2002.*

Early Childhood Education

Two-year diploma program

The purpose of this program is to equip students with the knowledge and skills required to provide quality child care in the community. Graduates find employment working with young children in a variety of child care centres.



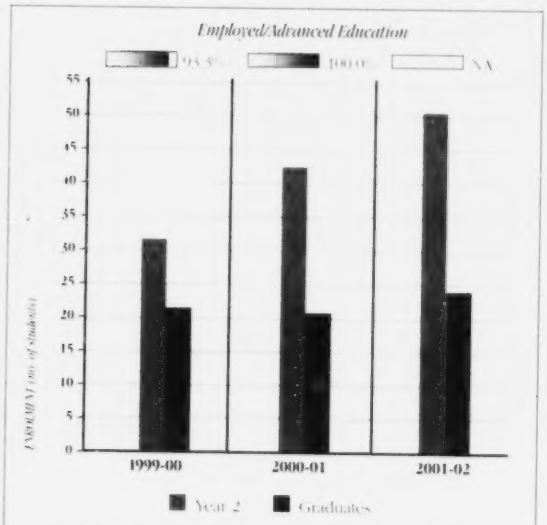


Note: *First graduating class will be in April 2003.*

Early Childhood Education - Workplace

Two-year diploma program

The purpose of this program is to equip students with the knowledge and skills required to provide quality child care in the community. Students attend classes at Red River College two days a week and work at their current employment for three days a week. Graduates competently plan appropriate learning experiences that stimulate the intellectual, physical, emotional and social development of young children.

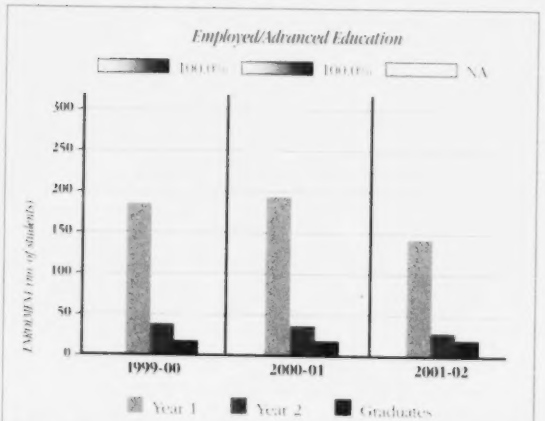


Note: *Electrical Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

Electrical Engineering Technology

Two-year diploma program

This program trains students to design, construct, troubleshoot and maintain a wide variety of electrical power systems. Graduates find employment at the engineering technologist level in electrical utility systems, consulting engineering, electrical manufacturing, electrical contracting, manufacturing and government agencies.



Note: *The Electronic Engineering Technology program group consists of Communication, Computer, Electrical, Electronic, and Instrumentation Engineering Technology. Students who successfully complete the first year of studies in Electronic Engineering Technology may remain in their program or transfer into one of the other four programs in Year 2.*

Electronic Engineering Technology

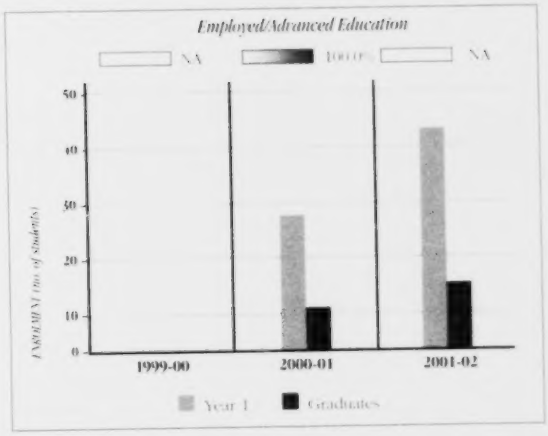
Two-year diploma program

This program develops the knowledge and skills required to test, repair and develop a wide variety of electronic systems and equipment. Graduates find employment in a broad range of electronics-related occupations: in research and development; assisting in project development; in technical sales, selling and servicing electronic equipment; and in design and quality control.

Electronic and Network Technician

One-year certificate program

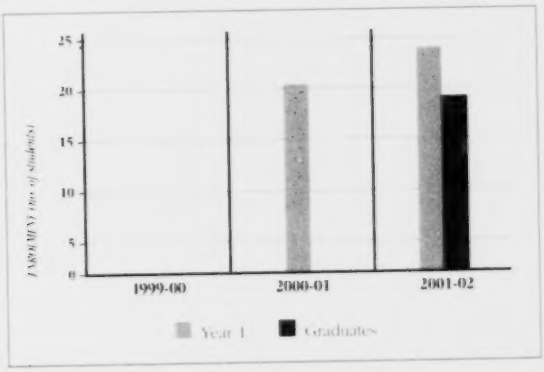
The purpose of this program is to develop graduates with a sound knowledge of electrical and digital fundamentals including an expertise in computer servicing, network design, installation and maintenance. Graduates have found employment in automated factories as installer and maintenance staff, in medical electronics and computer services and public utilities.



Family Support Worker

Nine-month certificate program

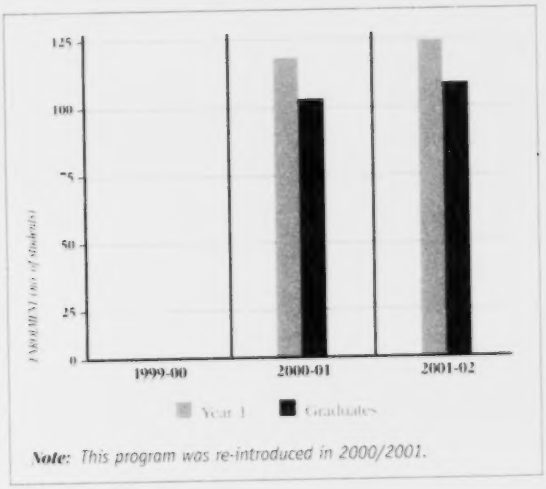
The purpose of this program is to train practitioners to have a wide range of skill development including assessment, advocacy, communication, referral and parenting skills. This program is delivered in partnership with Urban Circle.



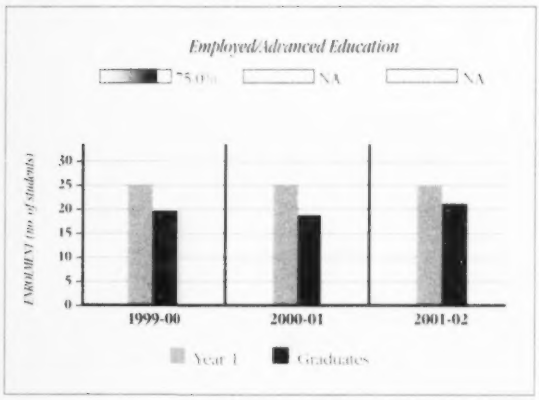
Health Care Aide

Five-month certificate program

This program is designed to prepare students to become health care workers who, under the supervision of a nurse, assist hospital patients, personal care home residents, or home care clients with meeting their physical, emotional and social needs. Graduates find employment in hospitals, personal care homes, and community or home health care agencies.



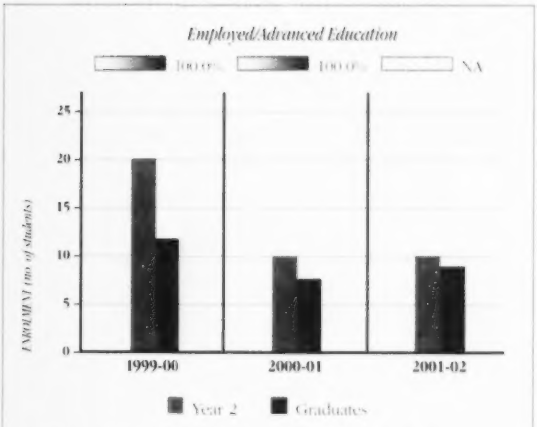
Note: *This program was re-introduced in 2000/2001.*



Health Care Aide/Unit Clerk

Nine-month certificate program

This program is designed to prepare students to become health care workers who, under the supervision of a nurse, assist hospital patients, personal care home residents, or home care clients with meeting their physical, emotional and social needs. Further, students learn the skills necessary to function as a unit clerk in a health care facility. Graduates find employment in hospitals, personal care homes, and community or home health care agencies.

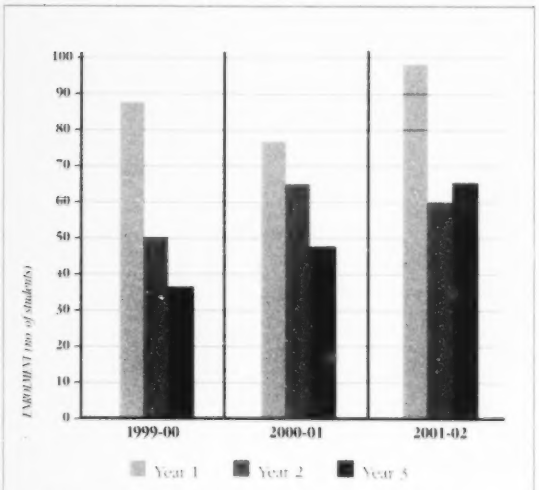


Note: *Instrumentation Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

Instrumentation Engineering Technology

Two-year diploma program

Students learn to design, construct, troubleshoot and maintain a wide variety of control systems. Graduates find employment as instrument mechanics, working with tools; as instrument technologists in engineering offices; as junior designers; and as technical sales people. Some graduates have moved into management positions.



Note: *Students graduate from the University of Manitoba.*

Joint Baccalaureate Nursing

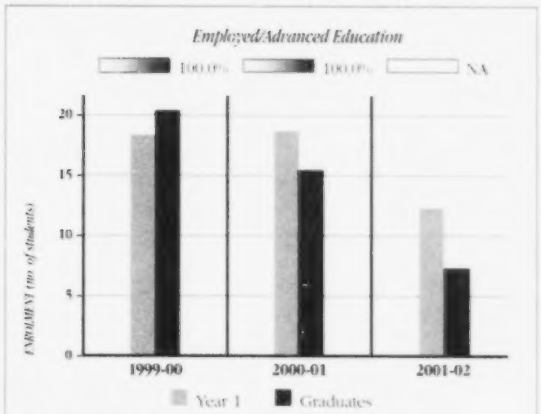
Joint Four-year degree program

The Joint Baccalaureate Nursing [JBN] Program is a four-year program offered in partnership with the University of Manitoba (U of M). The students take the first three years of the program at RRC and the fourth year at the U of M. On successful completion of the program, graduates are awarded a Bachelor of Nursing Degree from the U of M, and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation "Registered Nurse". Registered Nurses graduating from a degree program focus on promoting health and preventing illness, and caring for those already ill. They provide services to individuals, families and communities in institutions, clinics, private homes and a broad range of other settings.

Magnetic Resonance Imaging and Spectroscopy

Nine-month advanced diploma

This advanced program teaches proficiency in producing high-quality images and optimal utilization of MRI equipment. Students are prepared to write the National Certification examinations. Graduates are also prepared in basic spectroscopy. This is a partnership program with the Institute of Biodiagnostics at the National Research Centre and clinical sites.

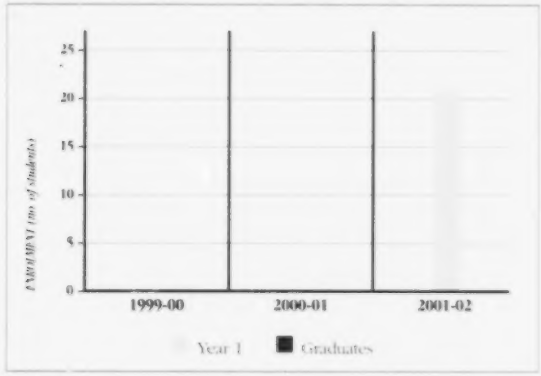


Note: *Because this program has a second intake in March, some students graduate with the next year's class.*

Medical Laboratory Sciences

Two-year diploma program

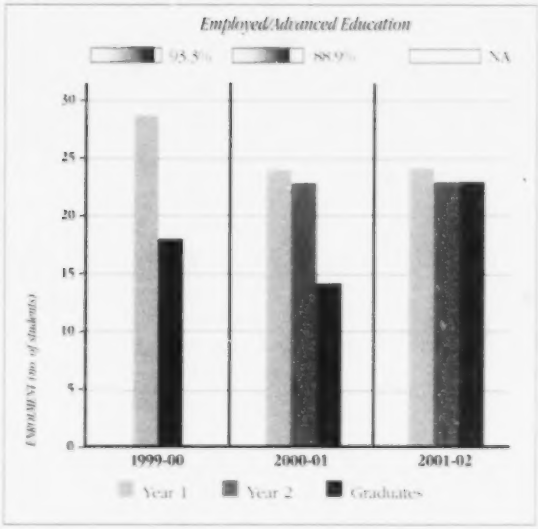
This program is designed to provide the academic foundation and supervised practical experience to develop the required skills for working in a medical laboratory environment.

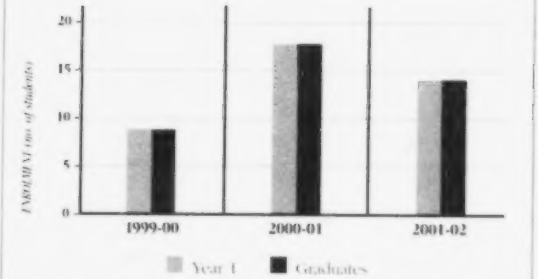


Medical Radiologic Technology

Two-year diploma program

The purpose of this program is to develop proficiency in the management of patients and the safe operation of x-ray equipment. Graduates find employment in hospitals and medical clinics. Some are working in related teaching and research, while others are employed as technical advisors or representatives for x-ray equipment and supply manufacturers. Graduates may choose to further their training in magnetic resonance imaging and ultrasound programs.



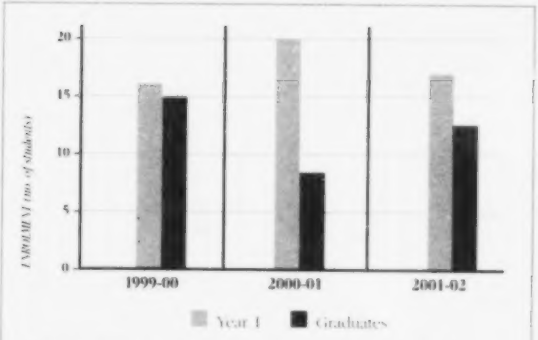


Note: *Students complete 15 weeks at RRC. The remainder of the two years is completed at clinical and hospital sites across Manitoba and Saskatchewan.*

Radiation Therapy

Two years

This program develops the knowledge and skills required to work in the treatment of cancer by use of ionizing radiation. Graduates find employment in cancer treatment centres in Manitoba and across Canada.



Note: *Graduates are from the previous academic year class.*

Rehabilitation Assistant

Joint one-year certificate program

This program, offered jointly by RRC and Winnipeg Technical College, prepares students with the knowledge and skills necessary to provide rehabilitative care to clients and families under the supervision of a licensed rehabilitative therapist (i.e. Physical Therapist, Occupational Therapist, Speech and Language Pathologist). Graduates are employed in a variety of areas including health care facilities, schools and other organizations providing home therapy service.

BUSINESS AND APPLIED ARTS

Dean Dave Williamson

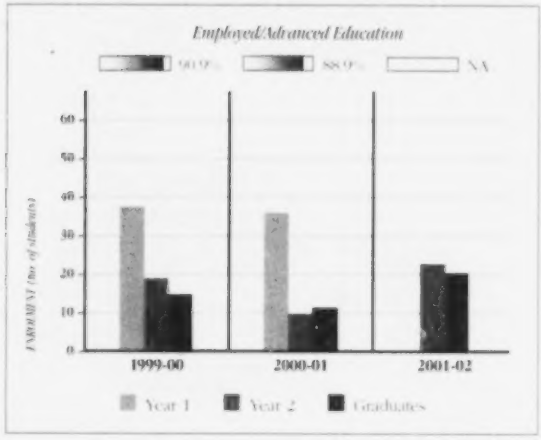
Room D101, Phone 632-2286, Email dwilliam@rrc.mb.ca

This division consists of four departments: Accounting and Computer Education; Creative Arts; Hospitality; and Management and Marketing. The division offers programs designed to meet the specific needs of the business, information technology, hospitality, and graphic and electronic communications professions.

Administrative Assistant

Two-year co-op education diploma program

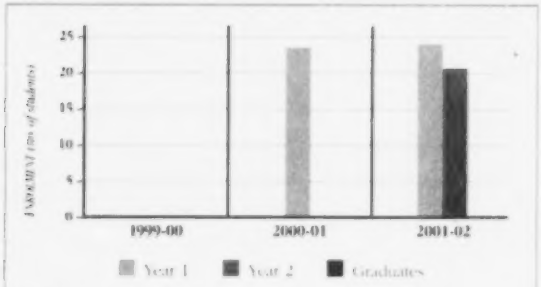
The Administrative Assistant program develops editing and organizational skills, includes work experience during co-op terms and prepares graduates to assist management at any level through comprehensive courses in a broad range of computer software programs. Graduates have been employed at all levels of small, medium and large businesses or government departments.



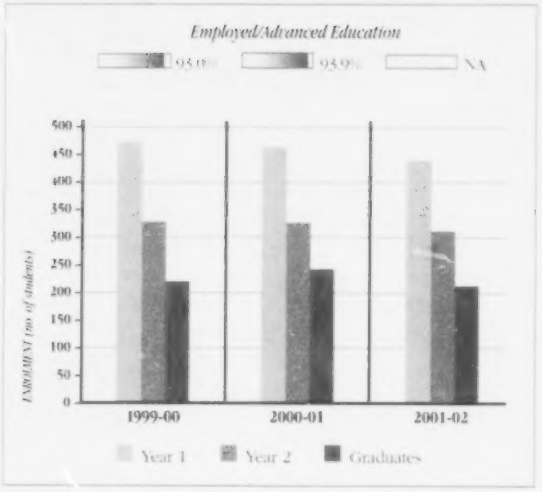
Aviation Management

Two-year diploma program

This program combines business management and flight training in a unique program designed to prepare graduates for their first aviation job. Private license, commercial license, multi-engine, instrument and night rating will be achieved through flight simulation and flight training on a variety of aircraft. Graduates of the program are expected to find employment in various aspects of the aviation industry including flying and airport management.



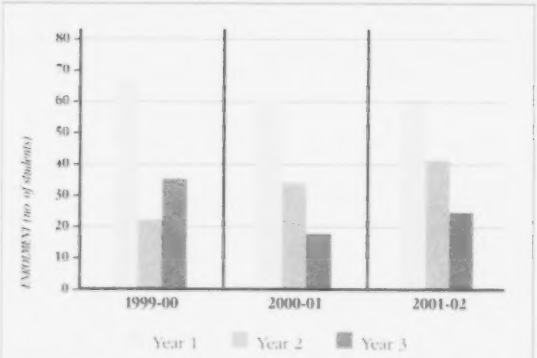
Note: *First graduating class will be in Fall 2002.*



Business Administration

Two-year diploma program

This program develops a potential for supervision and management through the study of business-related courses and practical projects. Many graduates have been accepted into management training programs with department stores, banks, insurance companies and financial institutions. Others have found careers in small business or started their own enterprises.

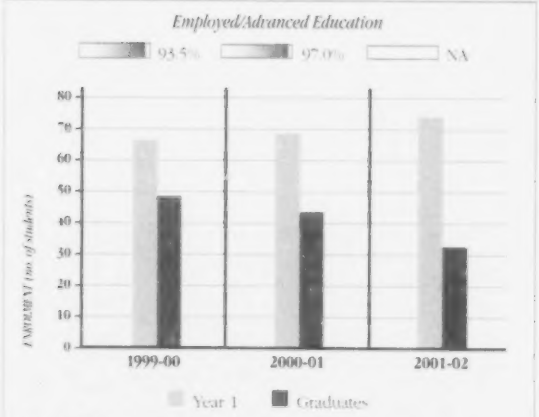


Note: *Business Administration Integrated students graduate from the regular Business Administration program.*

Business Administration Integrated

Three-year diploma program

The Business Administration Integrated program combines adult upgrading with the regular Business Administration program in a three-year diploma program.



Note: *With November/December intakes, some students will not graduate until the following academic year.*

Commerce/Industry Sales and Marketing

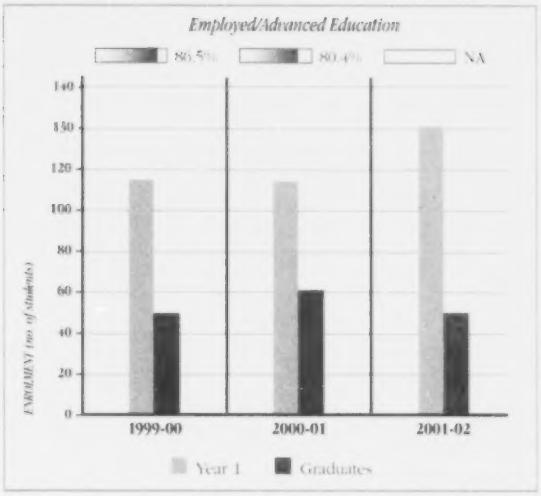
One-year certificate program

This program provides the knowledge and personal selling skills required for sales success and long term partnerships; a persuasive and interactive communication process that focuses on identifying, developing and fulfilling customer needs. Graduates have found employment as sales and marketing representatives in various industries including manufacturing and distribution of office supplies and equipment, food products, paper products, industrial goods and consumer goods.

Computer Accounting Technician

One-year certificate program

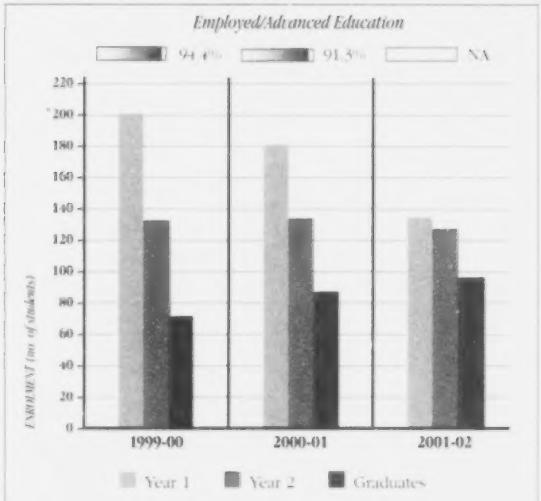
Students obtain a thorough knowledge of accounting systems and procedures to enable them to maintain a complete set of records in most types of business. Graduates have found employment as accountants, assistants or accounting clerks in retail, manufacturing, service and not-for-profit organizations or companies.



Computer Analyst/Programmer

Two-year diploma program

This program trains students in problem recognition, analysis and solution as applied to business data processing. The graduate will be familiar with a variety of computer languages, the principles of business and advanced topics of data processing. Job opportunities have been found in computer programming or systems analysis with various companies that require computers for business purposes. Other job opportunities exist with the government, computer manufacturers and consulting firms.



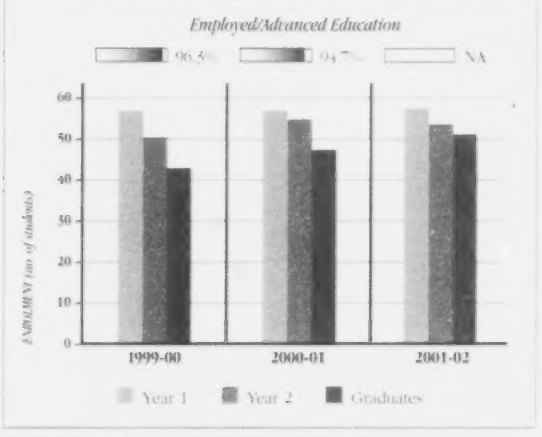
Note: *In 2001-02, the Computer Analyst/Programmer (Accelerated) component was not offered.*

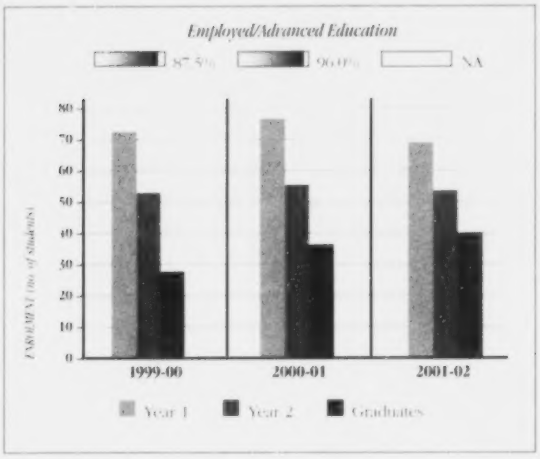
Creative Communications

Two-year diploma program

Students gain the knowledge and skills required to function effectively as writers in the fields of journalism, advertising, public relations, radio and television. Graduates of this program have found employment as journalists in print, radio and television; copywriters for advertising agencies, radio stations and television stations; and public relations professionals for various companies and government agencies.

Note. *Students can enter a four-year joint program with the University of Winnipeg.*

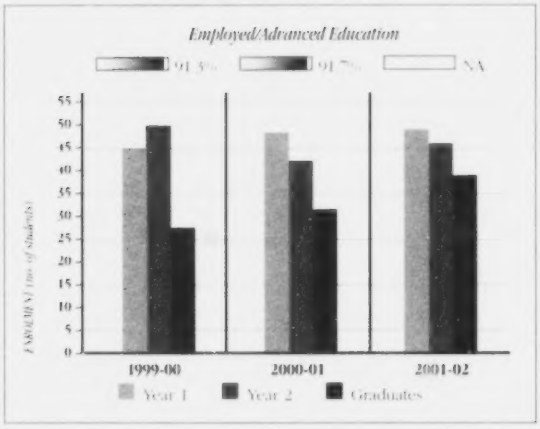




Culinary Arts

Two-year co-op education diploma program

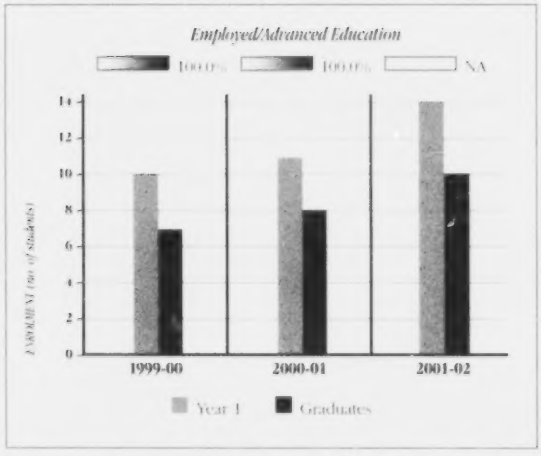
Culinary Arts focuses on developing sound culinary skills to prepare students to meet the challenges of an increasingly sophisticated and demanding hospitality industry. The program includes two terms of paid employment in the kitchens of established hotels, restaurants or private clubs in Manitoba. Culinary Arts also incorporates the use of laptop computers as an integral part of learning and working.



Graphic Design

Two-year diploma program

This program provides up-to-date artistic training in the technology, techniques and philosophy of graphic design. Graduates of this program have found employment as production specialists, graphic designers, illustrators and art directors in retail stores, advertising agencies, design and production studios and newspapers. Others are working in television and film studios, and some are employed as freelance artists.



Graphic Design (Advanced Diploma)

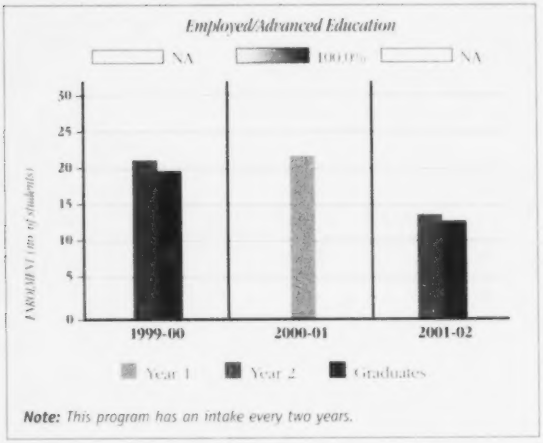
One-year advanced diploma program

This program focuses on new skill requirements in areas such as advanced computer graphics, marketing and production management. Graduates may find employment in graphic design, 3D animation, interactive document and CD-ROM development, computer games development and internet web-page creation.

Health Information Technologist

Two-year diploma program

This program develops the knowledge and skills needed for the collection, retention, analysis and dissemination of health care information required for patient care, research and education.

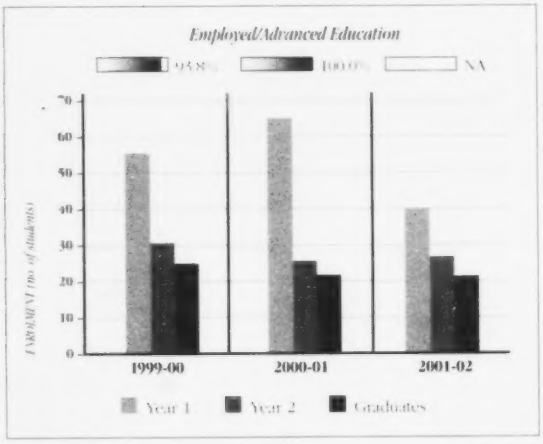


Note: *This program has an intake every two years.*

Hotel and Restaurant Administration

Two-year co-op education diploma program

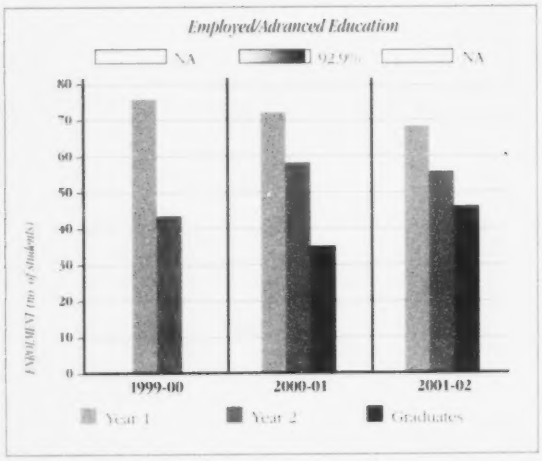
This program develops a potential for hotel and restaurant management through the study of hospitality-related subjects, practical lab training and co-operative education. Graduates are employed in major hotels as front-desk managers and supervisors, banquet managers and captains, sales managers, food and beverage managers and controllers and executive housekeepers. They are also employed in smaller hotels as general managers and assistant managers, and in management and supervisory positions in restaurants, private clubs and food-service departments.

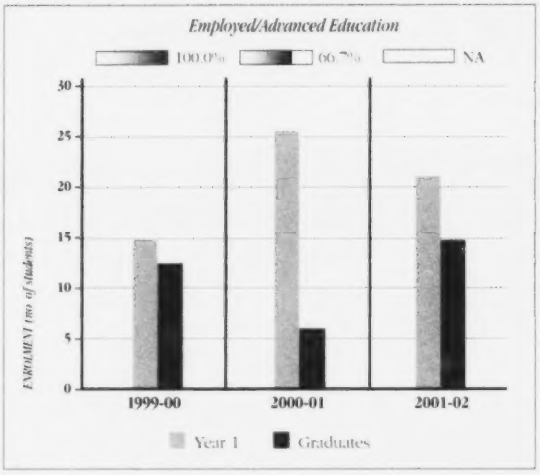


Information Systems Technology

Two-year co-op education diploma program

This program is a two-year diploma program that will provide students with a solid foundation in business data processing, database concepts, computing networks and client/server technology. The program provides graduates with the necessary computing skills and training to fill the gap that exists between employer requirements and the skill level of existing information technology professionals. Graduates will quickly become their employer's specialists in their area of training: networking, client/server programming or electronic commerce.

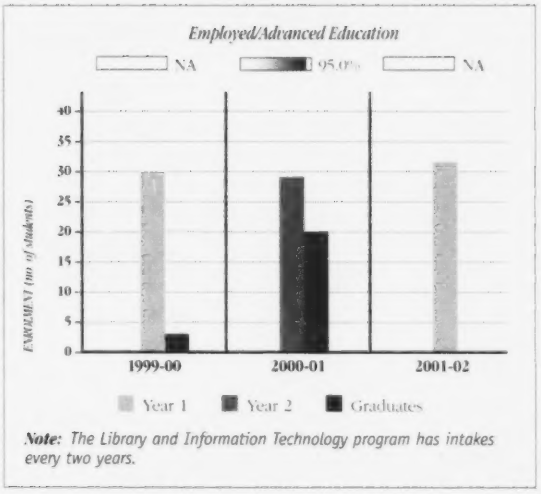




International Business

Twelve-month advanced diploma program

This program develops well-trained and qualified staff who are ready to meet the challenges of global competition in the international marketplace. Graduates have found a wide range of business, industry and organization career opportunities.



Note: *The Library and Information Technology program has intakes every two years.*

Library and Information Technology

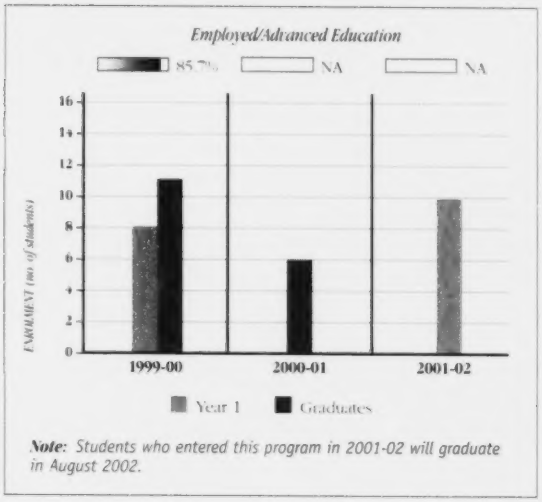
Two-year diploma program

Students learn the necessary public service and technical skills to be productive employees in library and related fields. Career opportunities exist in schools, public libraries, universities, colleges, provincial and federal government departments and agencies, industry, business and hospital or political research, book stores, utilities and publishing computerized information systems.

Professional Baking

One-year co-op education certificate program

This program develops basic baking skills and related requirements through classroom instruction, practical lab training and off-campus work experience. A student begins employment as a baker's helper and may advance to a position as a competent tradesperson within approximately one year. Opportunities for employment exist in both large and smaller bakery operations.

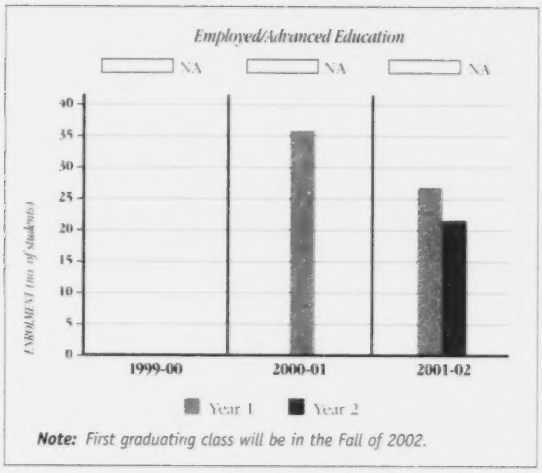


Note: *Students who entered this program in 2001-02 will graduate in August 2002.*

Tourism

Two-year co-op education diploma program

This program provides graduates with the knowledge and skills required to work within various sectors of the tourism industry. Graduates may find employment in travel and visitor information positions, as tour guides and for festival, community and tourism organizations.



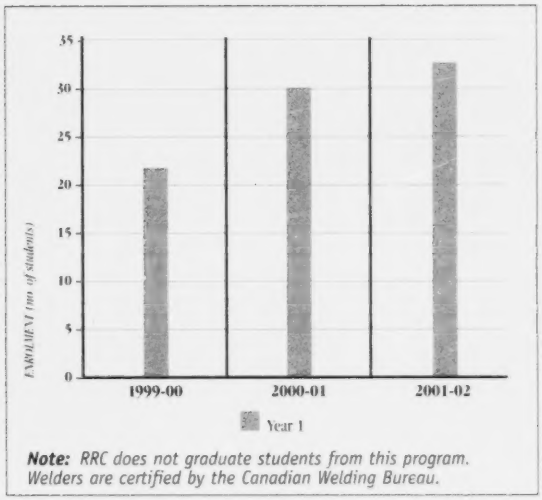
Note: *First graduating class will be in the Fall of 2002.*

Industrial Technologies

Dean Dale Watts

Room A134C, Phone 632-2291, Email dwatts@rrc.mb.ca

This division comprises four departments: Civil CAD Technology; Construction; Mechanical, Manufacturing and Communications; and Transportation, Mathematics and Science. The division provides trades, technology, and apprenticeship education and occupational training to support the Manitoba economy and infrastructure at certificate, diploma and advanced diploma levels.

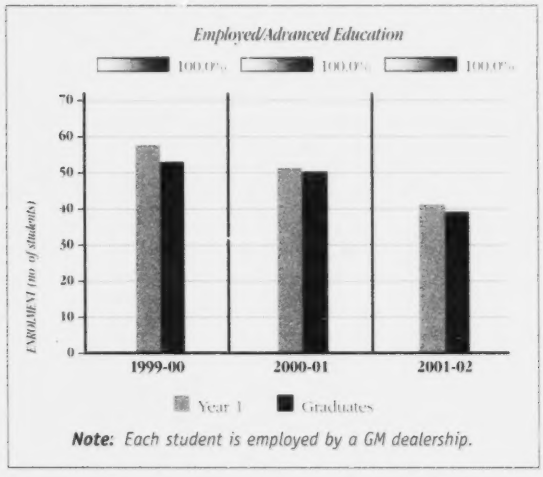


Note: *RRC does not graduate students from this program. Welders are certified by the Canadian Welding Bureau.*

Advanced Welding

Program length dependent on individual

This program is designed to upgrade practical welding skills and techniques to meet the certification requirements of Manitoba Labour and or the Canadian Welding Bureau. The program provides a facility and instruction for qualifying welders to practice in preparation for certification examinations.



Note: *Each student is employed by a GM dealership.*

Automotive Service Education

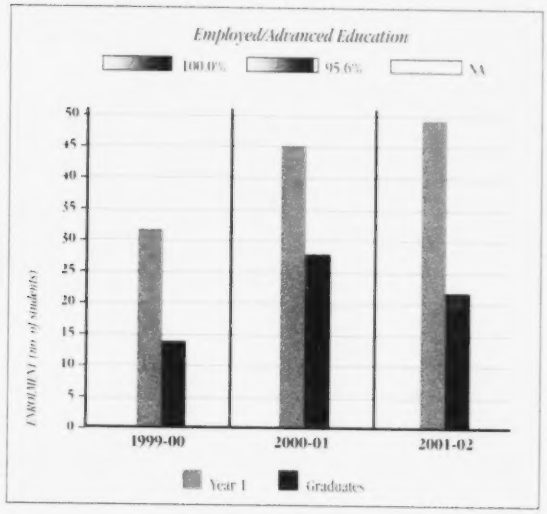
64 weeks

This program prepares potential automotive technicians for a career in the automotive field. Students spend 32 weeks in the College and 32 weeks with a sponsoring General Motors of Canada dealership. Upon successful completion of both the in-college and dealership training, and a two-year period of employment in a GM dealership, the graduate is entitled to write the Interprovincial Standards Examination to qualify as a journeyperson.

Automotive Technician (Certificate)

One-year certificate program

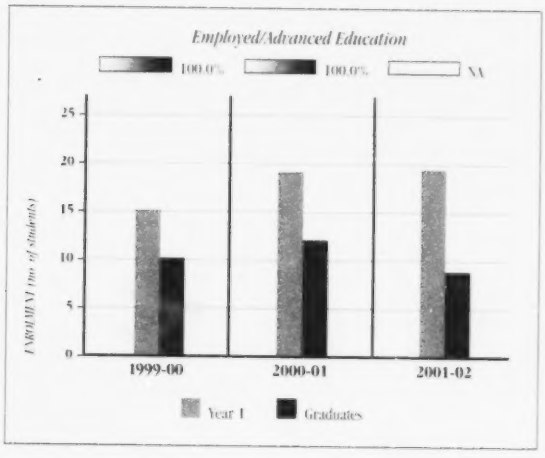
Students learn to disassemble, inspect, machine calibrate and reassemble motor vehicle units or components. Graduates find employment in service stations, dealerships, large corporations, farming communities and allied industries where they may work in service, repair, sales, or parts distribution.



Automotive Technician (Diploma)

One-year diploma program

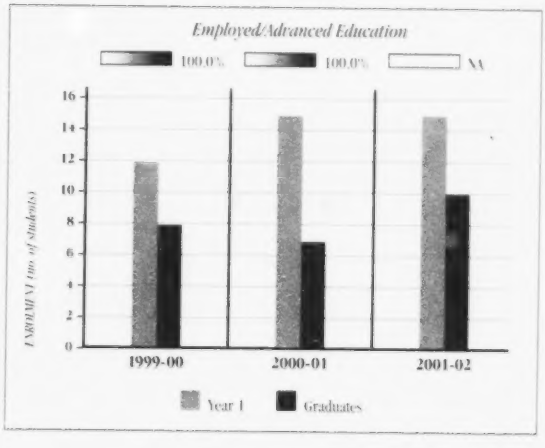
Students obtain the knowledge and skills needed to work in the motor vehicle electronic technician field. Graduates find employment in almost any vehicle repair shop. Entering students must have completed a 10-month Automotive Technician (certificate) program or have graduated with a Power Mechanics diploma from high school.

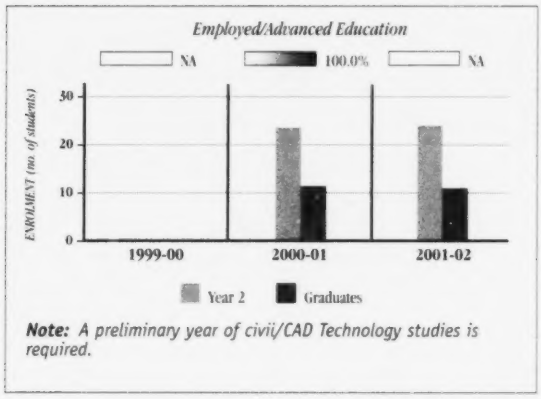


Automotive Technician (Work Experience)

One-year certificate program

This program and the employment opportunities are similar to the Automotive Technician – Certificate program. However, the teaching methodology is different in that the student spends half of the training time at an automotive dealership.



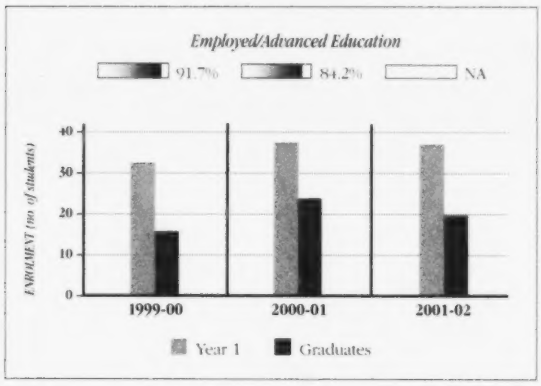


Note: *A preliminary year of civil/CAD Technology studies is required.*

Building Design CAD Technology

Twenty-month co-op education diploma program

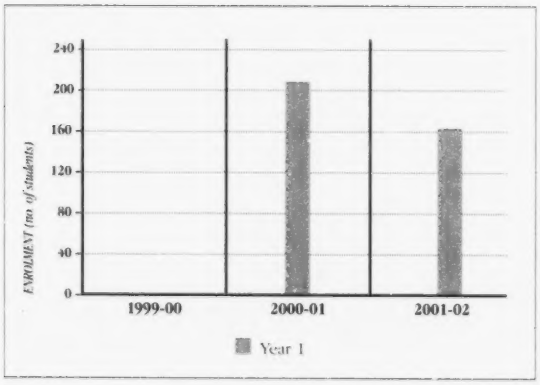
The program builds on the principles of relevance and excellence to equip graduates with expertise in the latest technologies related to engineering construction systems. Building Design CAD Technology graduates are trained in the principles and applications of Architectural and Structural construction systems for careers in: CAD (computer aided drafting), design and construction of building systems, site inspection and supervision, contract administration and project co-ordination, technical sales and support, and building sciences.



Carpentry and Woodworking

One-year certificate program

Students acquire the basic skills of carpentry and woodworking required to enter an apprenticeship program in carpentry. Graduates have found employment in commercial construction, house-building, factories or cabinet-making shops. Almost all graduates choose to the enter the apprenticeship program.



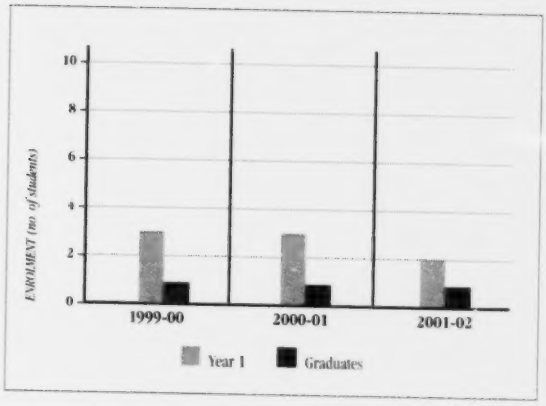
Civil/CAD Technology

Civil/CAD Technology offers a number of programs designed to provide students with career training in construction engineering, environmental protection, manufacturing design, geomatics, and CAD technologes, as well as Professional Development courses. All Civil/CAD Techology students are registered in a common first year of academic studies, with a September entry date, where the emphasis is placed on developing generic core competencies.

Civil Technician

One-year certificate program

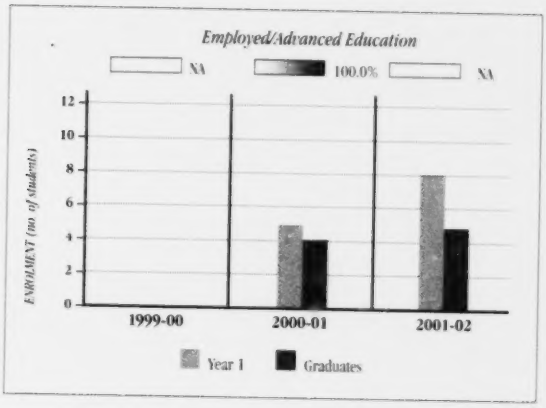
This certificate-level program provides an early exit option for students who have completed the first year of the Civil Technology diploma program. It is designed to provide students with hands-on, entry-level job skills. Most students, however, continue in the Civil Technology programs and graduate with a diploma. Graduates find employment as materials testing, surveying and CAD drafting technicians.



Collision Refinishing

Four-month certificate program

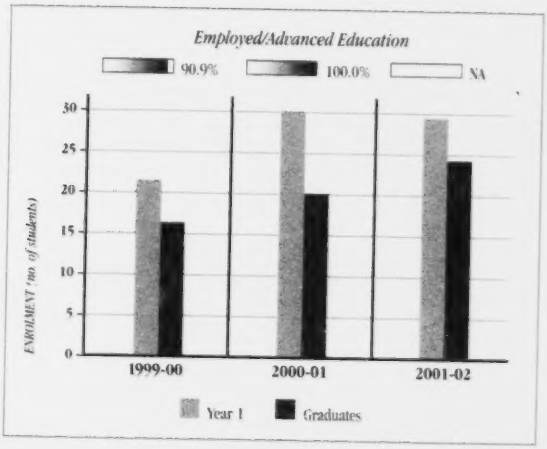
This new program addresses Industry concerns about the large shortage of skilled technicians needed to work in either Collision repair facilities or Commercial industries. This program is designed to develop the necessary trade skills and knowledge required to refinish damaged vehicles, refinish fleet vehicles and to participate in other commercial applications.

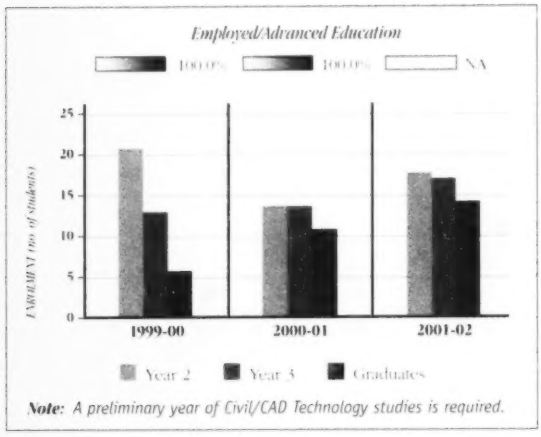


Collision Repair and Refinishing

One-year certificate program

Graduates of this program possess the skills and knowledge required to repair damaged vehicles, including all phases of autobody repair and painting. They have found employment as autobody mechanics, metal finishers, painters, body-frame specialists, service or parts managers, machine operators, or service-station operators. Others are employed as claims adjusters, collision estimators or shop supervisors.



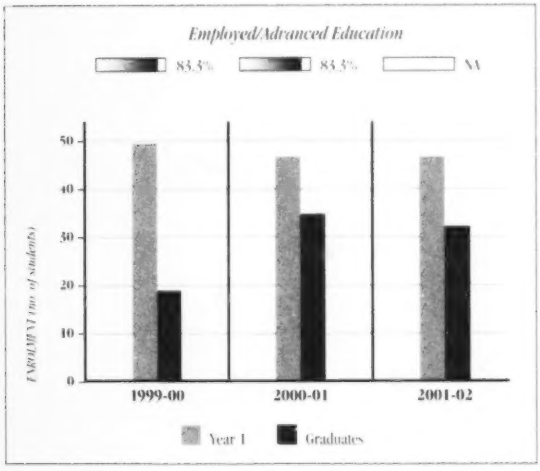


Note: *A preliminary year of Civil/CAD Technology studies is required.*

Design and Construction Technology

Thirty-two-month co-op education diploma program

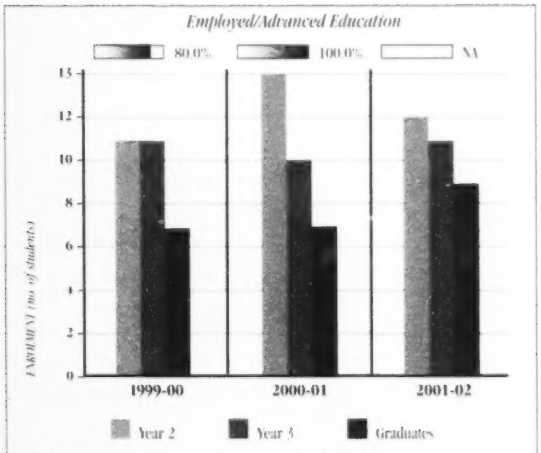
The program trains students to work with the engineering team in the design, detailing and preparation of contract documents for the construction of architectural and related building systems. Graduates have found employment with consulting and mechanical engineers, contractors, fabricators, architects and service industries, as well as with departments of municipal, provincial and federal government services.



Electrical

One-year certificate program

Students develop skills in house wiring, commercial and industrial wiring and controls, and motor repair. Graduates have found jobs in the electrical industry working with house wiring, commercial and industrial wiring and controls and electric motors.



Note: *This was a new program in 1998/1999.*

A preliminary year of Civil/CAD Technology studies is required.

Environmental Protection Technology

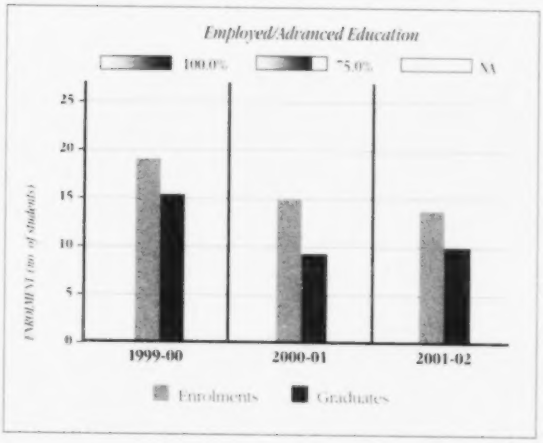
Thirty-two-month co-op education diploma program

Students develop knowledge and skills in the principles and applications of Environmental Protection Technology for careers in waste disposal and water supply, reuse and recycling, workplace health and safety, integrated project management site reclamation, remediation and containment testing and quality control surveying and global positioning systems and modeling. Graduates find employment with consulting engineering firms, resource-based industries, construction and development companies, inspection and testing agencies, manufacturers, material suppliers, governments and crown corporations.

Geographic Information Systems (GIS) Technology

One-year advanced diploma program

This program provides trained technologists and other persons with the technical and conceptual skills in the design, development and implementation of Geographic Information Systems (GIS). Graduates find employment in municipal agencies, resource industries and utilities organizations. An appropriate undergraduate diploma or degree is a prerequisite for entry into this program.

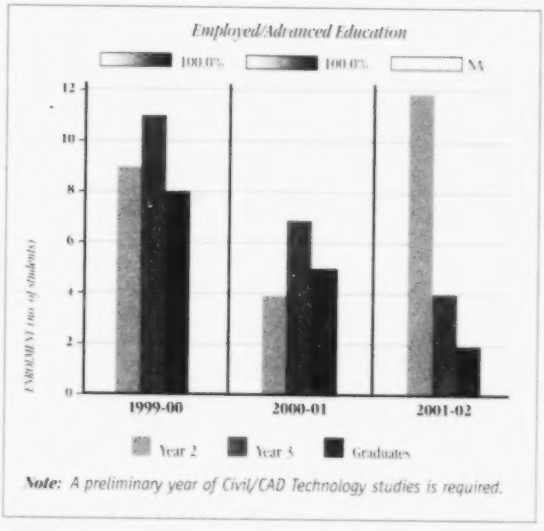


Geomatics Technology

Thirty-two-month co-op education diploma program

Students obtain knowledge and skills in the legal and engineering surveying fields. Graduates have found employment in a range of construction and resource industries, and in government services. They have been hired for jobs in land surveys, construction and topographic surveys, mining surveys, hydrographic and geodetic surveys.

Note: This program was formerly called Survey Technology.

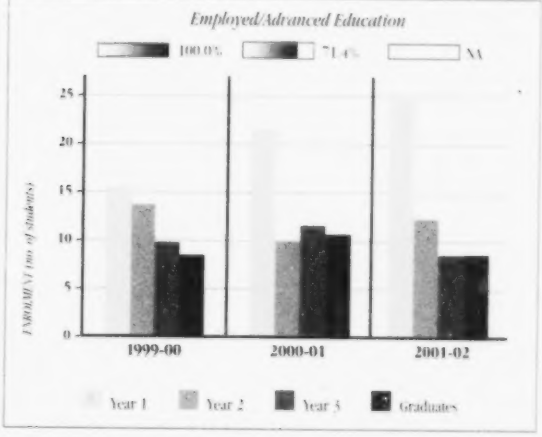


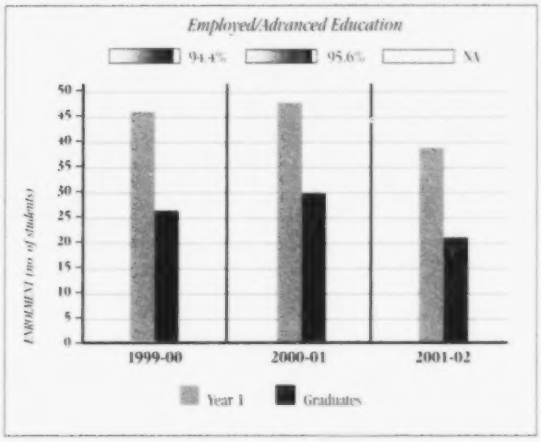
Note: *A preliminary year of Civil/CAD Technology studies is required.*

Greenspace Management

Twenty-eight-month co-op education diploma program

Students develop the knowledge and skills required to construct and maintain greenspaces such as parks, golf courses and cemeteries. The program focuses on turfgrass construction and management, ground construction and maintenance, equipment operation, pesticide application, irrigation systems, horticulture, aboriculture, computers, office management and strategic planning. Graduates find employment in golf courses, departments of parks and recreation, and cemeteries.



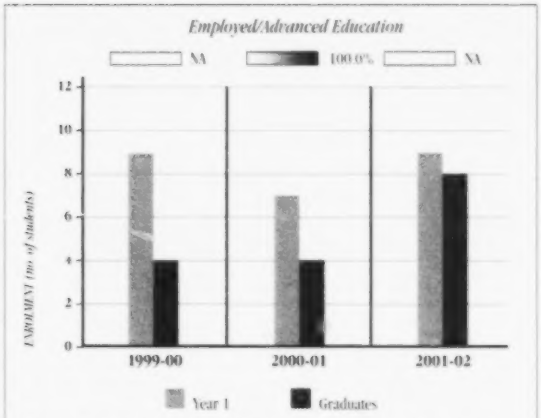


Heavy Duty Equipment Mechanic

One-year certificate program

In this entry-level program students develop basic knowledge and skills required to perform routine maintenance and repairs to vehicle systems and components. Students develop an understanding of the basic purpose, construction, operation and servicing of components, parts and assemblies of trade-related equipment. Graduates find employment in the agricultural, construction or transportation sectors.

***Note:** This program is a prerequisite for the Heavy Duty Equipment Technician (Diploma) program.*

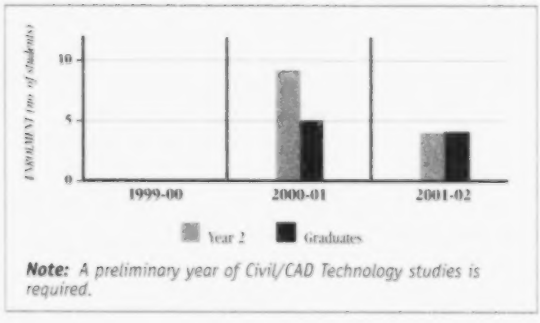


***Note:** A preliminary year of Heavy Duty Equipment Mechanic Studies is required.*

Heavy Duty Equipment Technician

Two-year diploma program

This program provides training in new technology. It prepares graduates to work in the technician field and combines instruction at the College with work experience. This program is an asset to both employees and employers because of continuing technological change and the need for constant upgrading. Graduates find employment in the agricultural, construction or transportation sectors of the industry.



***Note:** A preliminary year of Civil/CAD Technology studies is required.*

Manufacturing Design CAD Technology

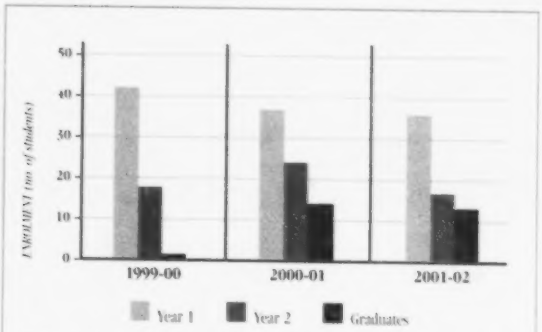
Twenty-month co-op education diploma program

The program builds on the principles of relevance and excellence to equip graduates with expertise in the latest technologies related to manufacturing engineering. Manufacturing Design CAD Technology graduates are trained in the principles and applications of manufacturing design and production for careers in: CAD (computer aided drafting), design and production of manufactured components, quality control inspection, technical sales and support, manufacturing scheduling and planning, and production supervisors.

Manufacturing Technician

Two-year diploma program

This program provides students with an enhanced understanding of manufacturing processes and the relationship of these processes to the machining trade. In addition, a Manufacturing Technician will possess skills in: cost estimation and process planning, computer operation, CAD/CAM basic tool and fixture design, as well as CNC machine operation and programming. Graduates find employment as CNC operators, machinists, toolmakers, quality assurance inspectors, manufacturing planners, prototype developers, technical sales persons and supervisors.

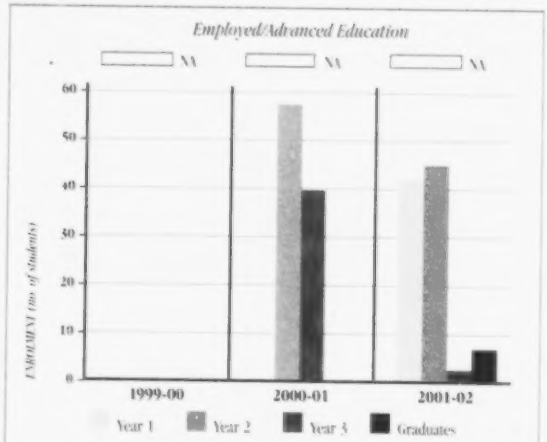


Note: *Students who successfully complete Term 1 can graduate with a certificate in Machine Shop Practice – Basic. After Year 1 (Terms 1 and 2) students can earn a certificate in Computer Numerical Control (CNC) Machine Operator, or in Machine Shop Practice – Advanced. After Year 2 successful graduates receive the Manufacturing Technician diploma.*

Mechanical Engineering Technology

Twenty-eight month co-op education diploma program

Students develop knowledge and skills in mechanical design, the production side of manufacturing and technical supervision. Graduates find employment in design, technical sales, manufacturing, instruction, research and management with companies involved in agriculture, mining, aerospace, air conditioning, refrigeration, transportation, foundries, fluid power, consulting engineering and government services.

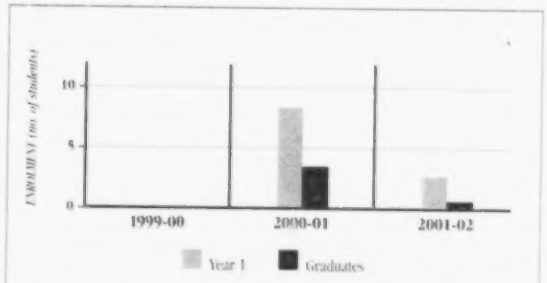


Note: *In 2000-01, the program expanded to a 28-month program, the next graduating class will be in December 2001.*

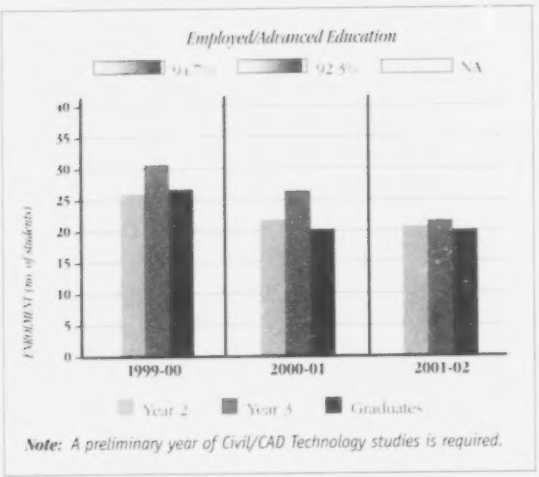
Mechanical Systems CAD Technology

Twenty-month co-op education diploma program

The program builds on the principles of relevance and excellence to equip graduates with expertise in the latest technologies related to engineering construction systems. Mechanical Systems CAD Technology graduates are trained in the principles and applications of mechanical and electrical construction systems for careers in: CAD (computer aided drafting), design and construction of mechanical & electrical systems for buildings, site inspection and supervision, contract administration and project co-ordination, and technical sales and support.



Note: *A preliminary year of Civil/CAD Technology Studies is required. This program will not be offered in 2002-03.*

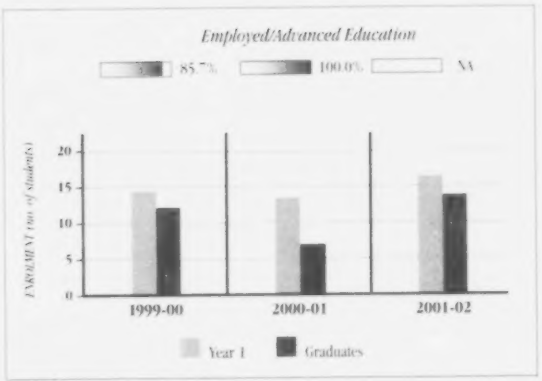


Note: *A preliminary year of Civil/CAD Technology studies is required.*

Municipal Technology

Thirty-two-month co-op education diploma program

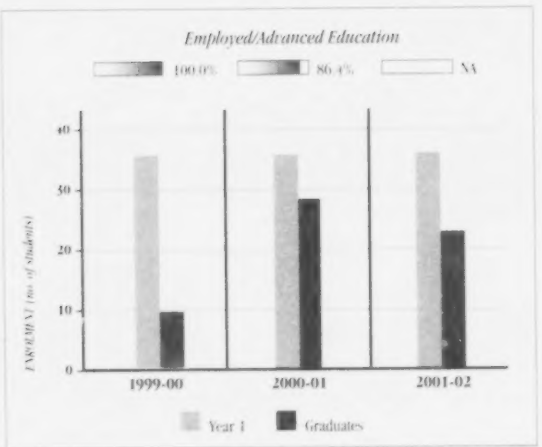
This program develops the knowledge and skills needed to assist in the design and construction of municipal services and roadways. Graduates have found work with consulting and engineering companies, government departments and agencies in the design and construction of sewer and water projects, highway projects, earth-retaining and hydraulic structures. Others are employed in equipment and material sales and in the research and manufacture of construction-related products.



Outdoor Power Equipment Technician

One-year certificate program

Students develop the skills and knowledge required for entry-level employment in the power equipment repair field. Graduates find employment with firms engaged in the sales or service of power equipment. Such firms may include agricultural equipment dealers, private power equipment sales and repair shops, rural agribusiness and various federal, provincial and municipal government departments.



Piping Trades

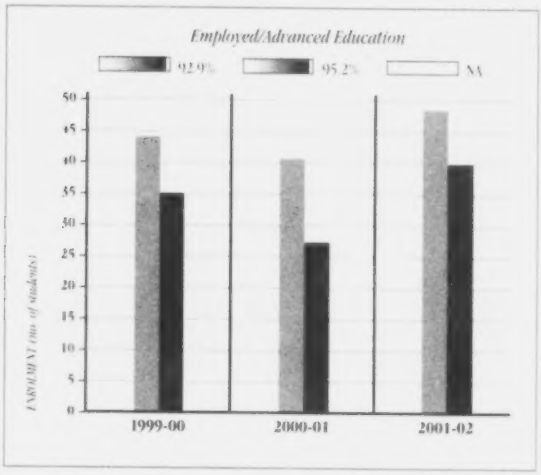
One-year certificate program

Piping Trades teaches the skills needed to install and repair plumbing, steam heating, fire-protection and other piping systems. Graduates have found work with plumbing, heating or fire-protection contractors, or in industrial plants as maintenance people. Some are employed by plumbing and heating wholesale or retail outlets. Others have moved into positions as supervisors, estimators, plumbing contractors and building inspectors, and some are self-employed.

Power Engineering (4th and 3rd Class)

Five months each for 4th and 3rd Class

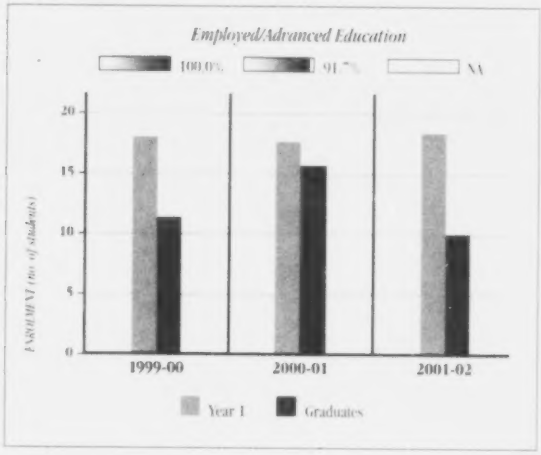
This program develops the knowledge and skills required for the safe operation of the major equipment in commercial, industrial and public buildings. Graduates have found employment in industrial plants, food-processing plants, cold-storage plants and in other commercial, industrial or public buildings.



Refrigeration and Air Conditioning Technician

One-year certificate program

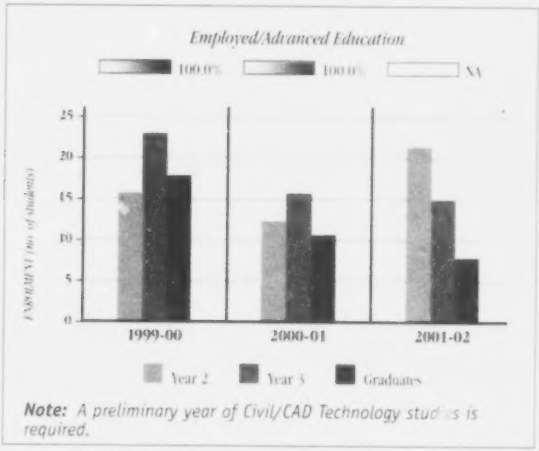
This program develops the skills required to install, service and repair commercial and industrial refrigeration and air conditioning equipment. Graduates find employment with refrigeration and air conditioning companies as apprentices or as customer consultants in refrigeration retail stores. Journeypersons work mainly in the construction of cooling plants and cooling cabinets and in the maintenance field for refrigerated vans, hockey rinks, food retailers, air conditioners and industries demanding cold temperatures for their processes.



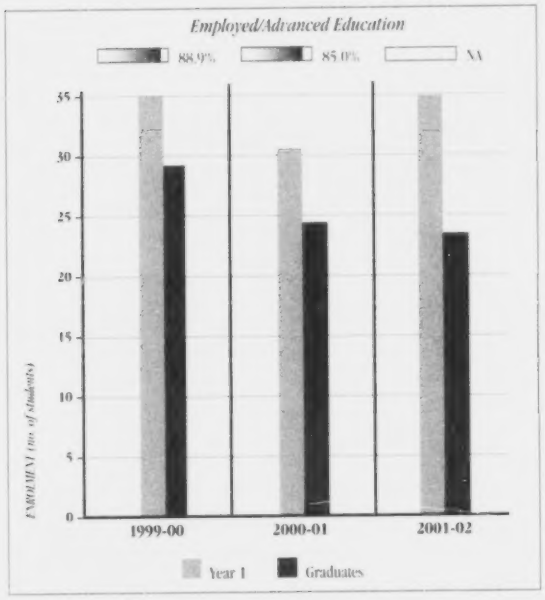
Structural Technology

Thirty-two-month co-op education diploma program

This program provides the knowledge and skills needed to work with the engineering team in the formulation and calculations for structural building systems. Graduates have found job opportunities in structural design and inspection with consulting engineering firms, contractors or government departments.



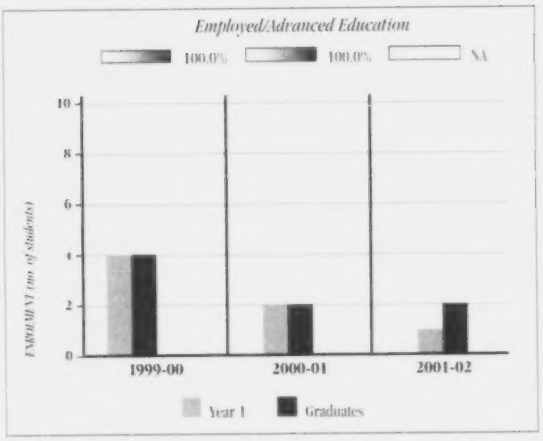
Note: *A preliminary year of Civil/CAD Technology studies is required.*



Welding

Seven-month certificate program

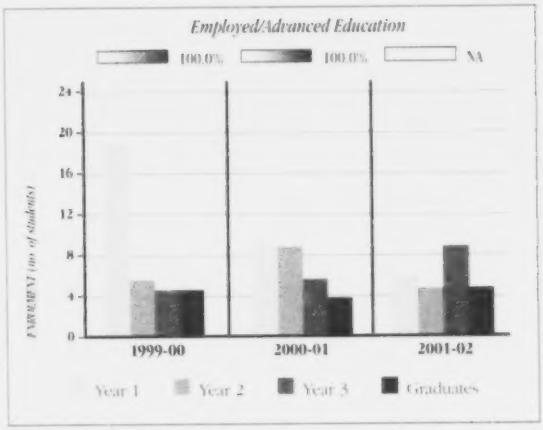
Students learn to perform the oxy-acetylene, arc, tungsten-inert-gas and metal-inert-gas welding processes and related operations safely and effectively. Some graduates have found employment in aircraft maintenance, in the manufacturing of farm equipment and in heavy equipment repairs. Other graduates are employed in highway construction, northern mines and hydro-electric power plants.



Wood Products Manufacturing Certificate

Thirteen-month certificate program

This program develops the knowledge and skills required to operate basic wood processing machinery and tools. Graduates find employment in the wood processing industries as wood machinists, cabinet makers, assembly-line workers and in sales and supply of wood products.



Wood Products Manufacturing Diploma

Thirty-month co-op education diploma program

This program develops the knowledge and skills required to operate basic wood processing machinery. The program focuses on wood science, computer operation, CAD/CAM, basic jig and fixture design, machining, woodworking techniques, CNC machine operation and programming, cost estimation and supervisory management. Graduates find employment in the wood processing industries as wood machinists, cabinet makers, supervisors, shop managers, product designers, CAD/CAM operators/programmers, in sales and supply of wood products and in estimating.

Student Services

Dean Patricia Bozyk

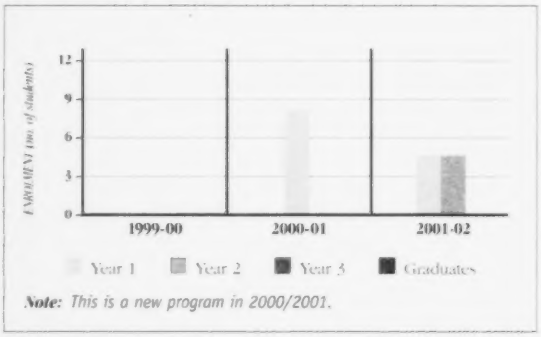
Room C715, Phone 632-2331, Email pbozyk@rrc.mb.ca

This division is responsible for the delivery of a wide range of services designed to attract, admit, and enrol students in college programs and to support students throughout their college experience so that they are successful. In addition to the service units of Enrolment Services, Financial Aid and Student Awards, Assessment Services, Counselling Services, Disability Services, Career and Employment Services, and Health and Recreation Services, the division is also responsible for three academic programs: American Sign Language - English Interpretation, Deaf Literacy and Deaf Studies.

American Sign Language– English Interpretation

Joint three-year degree program offered in partnership with the University of Manitoba. Graduates will receive a diploma in ASL-English Interpretation from RRC and a Bachelor of Arts degree from the U of M.

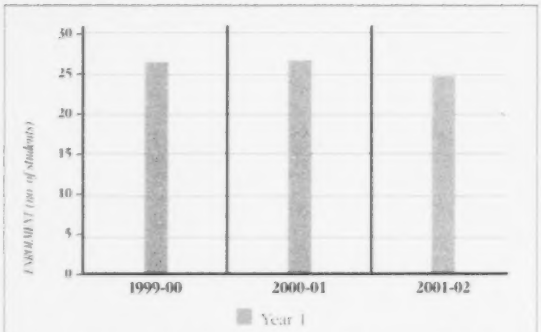
Students are taught the skills required to function as an American Sign Language (ASL)/English interpreter in facilitating communication between hearing and Deaf individuals. Graduates are working in public schools, in interpreter referral centres and in post- secondary institutions. Some work on a freelance basis in specialized settings such as medical, religious, mental health, recreational, legal, employment, government and the performing arts areas.



Note: *This is a new program in 2000/2001.*

Deaf Literacy

This part-time program encourages Deaf adults who are competent and proficient in American Sign Language (ASL) to learn better reading/writing skills through second language (English) approaches.

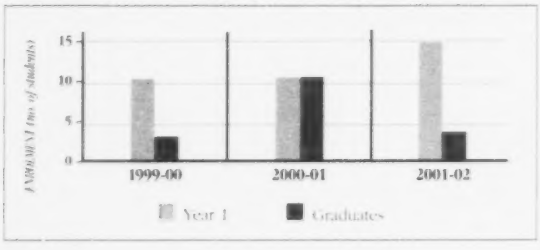


Note: *RRC does not graduate students from this program. Students increase their proficiency on an individual basis.*

Deaf Studies

One-year certificate program

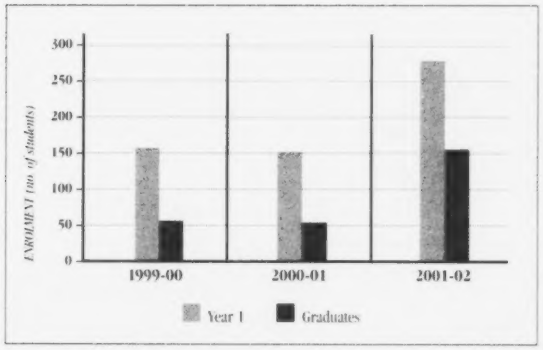
This program is designed to increase fluency in American Sign Language (ASL) and provide knowledge of Deaf culture and history. This program is suitable for anyone who requires language and culture fluency for effective interaction with Deaf individuals, as well as those who intend to apply for entry into an ASL Interpretation program.



Partnership, Training and Development

Vice-President, Partnership, Training and Development: Paul McGeachie
Room C713, Phone 632-2307, Email pmcgeach@rrc.mb.ca

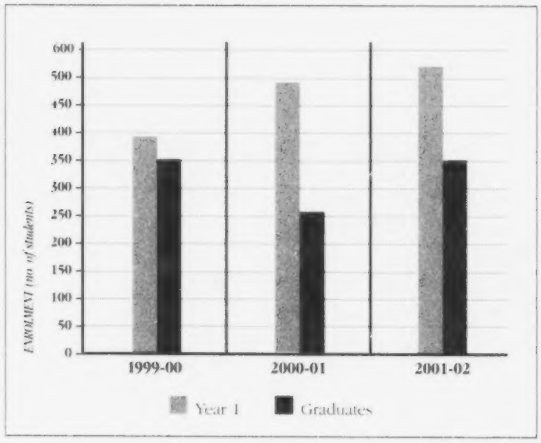
This division includes the Marketing and Public Relations Department, the Development Department, Academic Development Services, the Language Training Centre and the Stevenson Aviation and Aerospace Training Centre, plus four strategic business units — Continuing Education, Distance Education and Regional Services, Contract Training and International Education.



Academic Development Programs

Certificate programs

Academic Development Programs upgrade students' academic skills in mathematics, English and physical science, and provides an introduction to computers. Students normally take only those courses necessary to qualify for admission to college programs.



English as a Second Language (ESL)

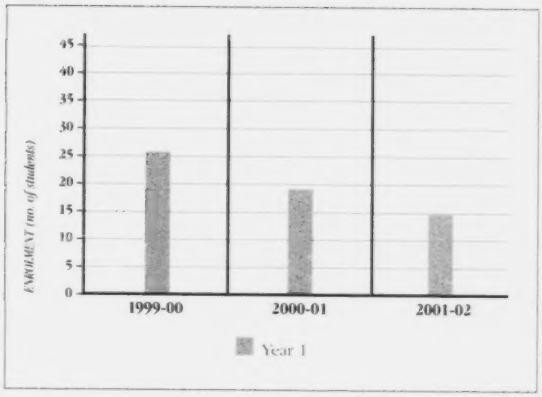
Certificate programs

ESL programs develop practical speaking, listening, reading and writing skills. The basic program is designed to provide students with the language skills and information required to settle in Canada and to seek employment. The upper-level programs are intended to develop the skills required to pursue further skill or academic training or to seek employment in a specific field.

General Studies

Certificate program

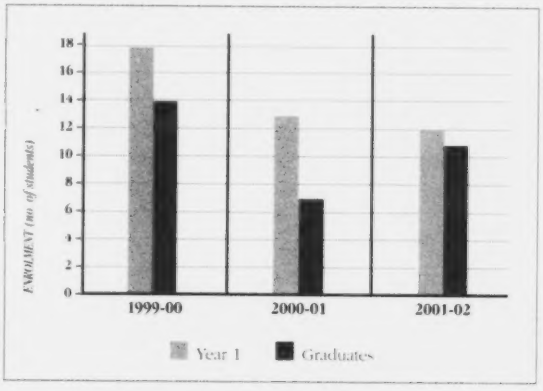
General Studies allows students to design an individual program for a variety of programming areas, explore career areas before making a career decision, acquire prerequisites, and practise study habits and employability skills. Students may work toward a certificate in General Studies, or choose to continue their education in specific career training programs.



Introduction to Computer Accounting Technician

Certificate program

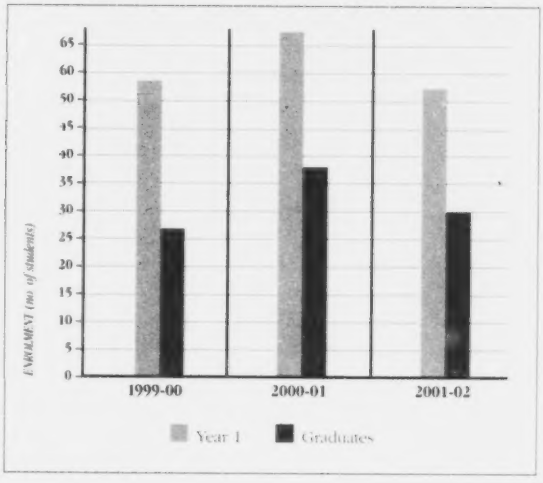
The program prepares students for entry into the Computer Accounting Technician program by introducing them to financial accounting, business mathematics and business communications.



Introduction to Business

Five-month certificate program

The purpose for the program is to prepare students for entry into selected progams in the business and applied arts and sciences areas by developing their skills in communications, business mathematics, the fundamentals of Canadian business, and computer fundamentals. Students will have the opportunity to acquire the study and information technology skills that will enhance their success in an academic setting. Students will obtain advanced credits in the first term of the selected programs.



Stevenson Aviation & Aerospace Training Centre

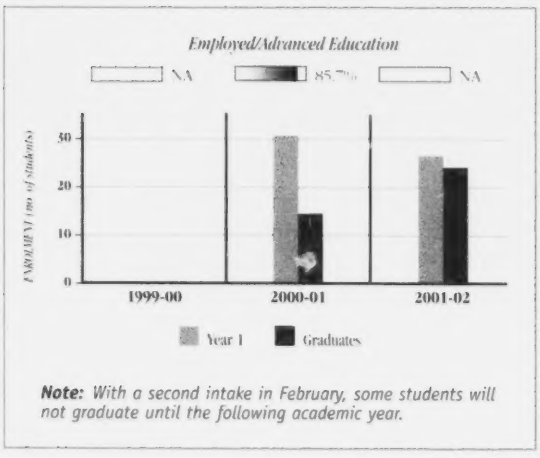
Stevenson Aviation and Aerospace Training Centre designs and delivers nationally accredited aviation technical training to address the human resource and skill requirements of the local and national aviation industry. Each of the training programs offered by the Centre is nationally accredited by either Transport Canada or the Canadian Aviation Maintenance Council, ensuring recognition and portability of our graduates' credentials across the country and throughout the industry.

In May 2001, a $7.4 million Aviation/Aerospace Expansion Initiative was announced to address the growing short and long-term human resource requirements of local industry employers. The primary elements of the expansion strategy were:

- new training programs to meet demand for qualified Aircraft Maintenance Engineers (AME);
- a new training facility in Winnipeg to complement Stevenson Aviation's existing training facility at Southport Aerospace Centre; and
- integration of the respective sector training operations of Stevenson Aviation and Red River College.

The new aviation/aerospace training centre, located on the southwest corner of the Winnipeg International Airport, was opened on January 7, 2002. The first intake of 16 students to the new AME "M" Diploma Program commenced in February 2002. Another group of 16 students started their studies in March 2002.

A new model of increased industry/education collaboration in setting the direction and strategic priorities of the new integrated training operations is currently in development. The Stevenson Aviation and Aerospace Strategic Council, consisting of industry, college and community representation, is expected to undertake its mandate by the fall of 2002. •



Note: *With a second intake in February, some students will not graduate until the following academic year.*

Aerospace Manufacturing Technician

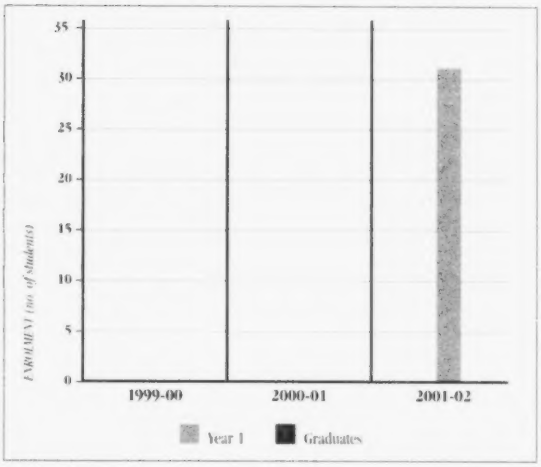
Five-month certificate program

The Aerospace Manufacturing program was developed through a collaborative effort between Boeing Canada Technology Inc. and Red River College. In a state-of-the-art training facility, the program prepares students for positions as skilled production workers in aerospace composite manufacturing.

Aircraft Maintenance Engineer

Fourteen-month diploma program

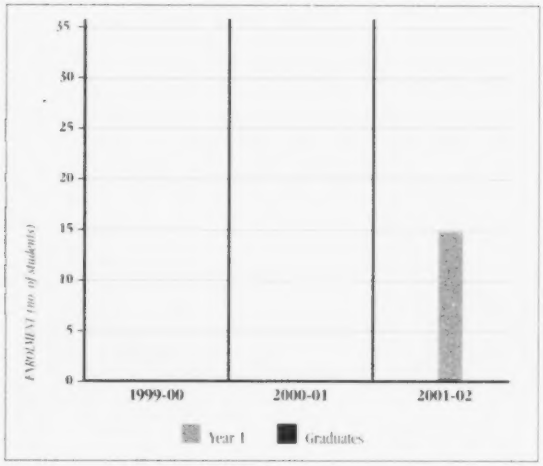
The purpose of this program is to develop knowledge and skills in maintenance of both large and small aircraft, including fixed wing and helicopters, and to provide Transport Canada approved training toward an Aircraft Maintenance Engineer License. Potential employment opportunities across Canada include passenger and cargo air carriers, air charter companies, flight schools, and nationally approved Aircraft Maintenance Organizations (AMOs).



Aircraft Structural Repair Technician

One-year certificate program

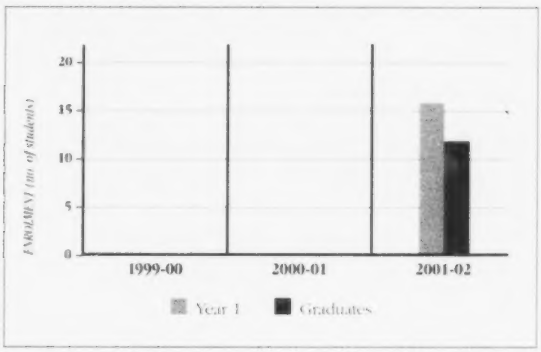
This program was designed to train students in the theoretical and practical aspects of aircraft structural repair in sheet metal and composite repair. This program offers Transport Canada and Canadian Aviation Maintenance Council approved training.



Gas Turbine Engine Repair & Overhaul

One-year certificate program

This program is based on a nationally-recognized curriculum designed to prepare students with the technical knowledge, skills, and techniques required to be a skilled worker in repairing and overhauling gas turbine engines.



Continuing Education

The Knowledge Economy requires people to practice life-long learning. Continuing Education (CE) helps people achieve their education goals either for employment enhancement or entry into the workplace. CE is focused on providing accessible, flexible and career relevant training on a cost recovery basis.

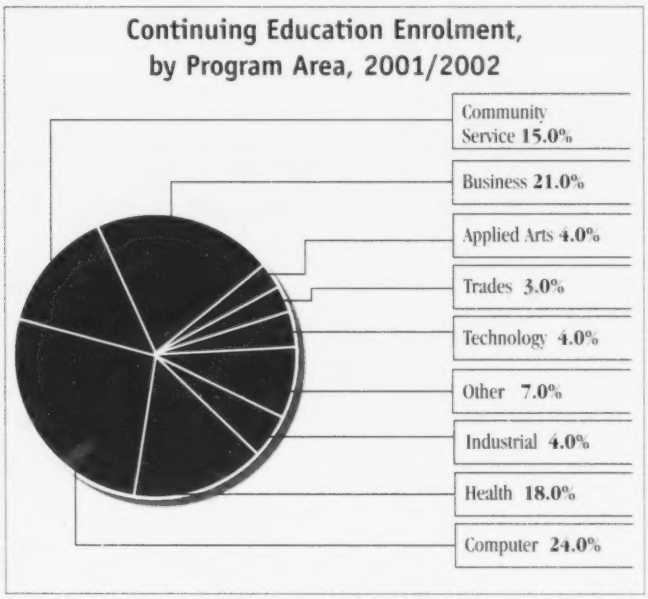
Through CE, learners can prepare for a new career, a career change, advancement in their present job, or keep current in their field. CE strives to exceed the expectations of all learners. In recognition of this commitment to quality, during 2001/2002 CE received the Manitoba Quality Network Silver Level Quality Award.

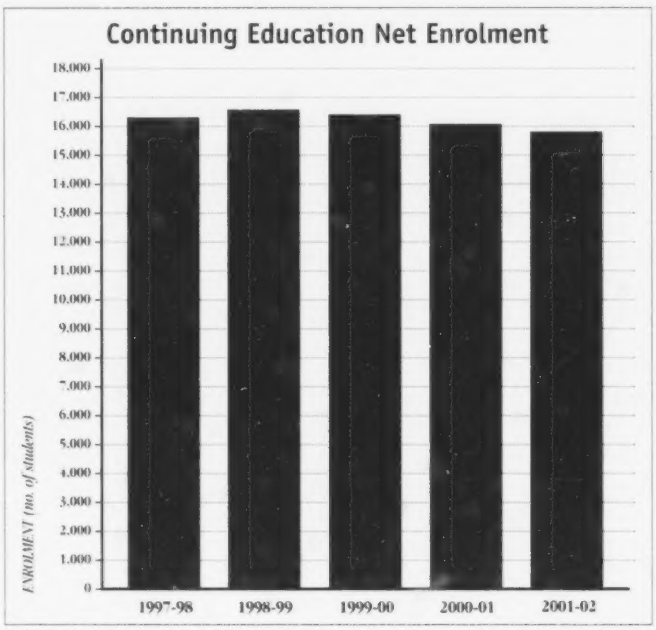
In 2001/2002, CE:

- Administered five full-time programs to accommodate market demands. The Applied Counselling and Recreation Facilitator for Older Adults programs were continued from last year. Photography, Office Technician, and Sterile Processing Technician programs were developed for 2002.
- Introduced four new programs: Inside Sales/Warehouse Technician, Professional Sales program, CISCO Certified Professional program and Interdisciplinary Health Sciences program.
- Developed and delivered the Youth Recreation Activity Worker program full-time in partnership with the Winnipeg Boys and Girls Club.
- Administered the Executive Challenge in partnership with the Manitoba Chambers of Commerce for 19 teams of students in 14 provincial high schools. The Grand Challenge was held in April at the Rural Forum in Brandon. Swan Valley Regional, St. Mary's Academy and Garden Valley Collegiate were the top three teams.
- Developed a new tool to assist in evaluating students on the Conference Board of Canada — Employability Skills. Versions of this tool were piloted in the Sterile Processing Technician and Health Services Management programs. Further research on this tool will continue.

In addition to the development and delivery of quality programming, CE is committed to a continuous improvement process. In 2001/2002 CE:

- Created a mid-term evaluation tool, "the weather report" which is becoming popular with instructors throughout the College.
- Pioneered the development and testing of the College web registration system.
- Facilitated DACUMs in Knowledge Management, Career Counselling, Applied Studies in FAS/E, and Recreation Technicians D & E (City of Winnipeg).
- Conducted three student information sessions.
- Established an instructor advisory committee. •





Distance Education

Distance Education (DE) enhances Red River College's ability to contribute to the success of students in Manitoba and beyond by increasing points of access and providing flexible courses and programs adapted to the needs of learners for anywhere, anyplace, anytime learning.

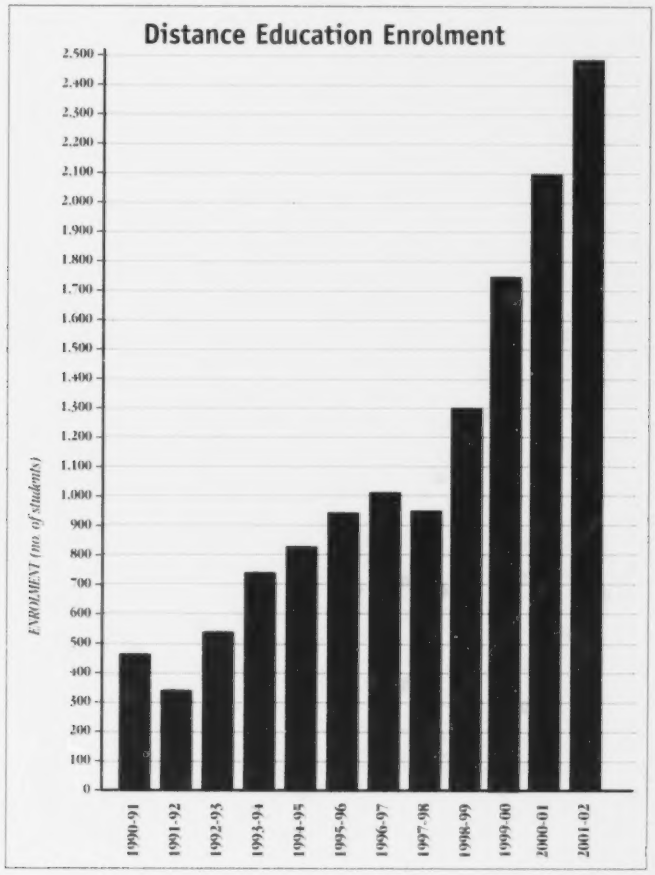
RRC delivers learning to students who find it difficult to attend regularly scheduled classes, live far from College campus sites or prefer to study on their own. Courses are delivered using a variety of media: correspondence, video-correspondence, CD-ROM, teleconferencing and via the Internet. All courses include e-mail or telephone support. The course technology varies to meet the needs of students and to make the best use of current teaching technologies.

During 2001/2002 DE solidified its long-term strategic plan, including a multi-stage expansion strategy. Funding was secured from the College Expansion Initiative for Phase 2 of the expansion of RRC's distance education infrastructure, capability and program delivery activity. This funding will allow DE to work towards the establishment of a virtual campus at the College.

In recent years, DE has experienced significant enrolment growth. Distance Education's gross part-time enrolment increased by 18%, from 2106 in 2000/2001 to 2487 in 2001/2002. The strongest growth was among the following programs: Business Administration, Early Childhood Education, Human Resources Management, Recreation Facilitator for Older Adults, and Registered Nurse Refresher.

During 2001/2002, DE revised all first-year Early Childhood Education (ECE) courses, in accordance with the completely revised full-time program. All of the program's second-year courses were developed for distance delivery and DE began offering the second-year courses. In addition, 16 "transition" courses were developed to fill competency gaps between the old and new programs. Integral to this program-wide development was the construction of an ECE learning centre collection comprised of videotapes, textbooks and copies of journal articles, to be loaned to distance students as part of course delivery.

Distance Education developed 77 new courses for distance delivery, twelve of them on-line. Of the 77 courses, 49 were for Early Childhood Education, 12 were for the new complete Para-educator certificate, 11 for Information Technology programs, three for Emergency Nursing and two were for Business Administration. Thirty-two courses were revised, including 20 for Early Childhood Education. •



Regional Campuses

A

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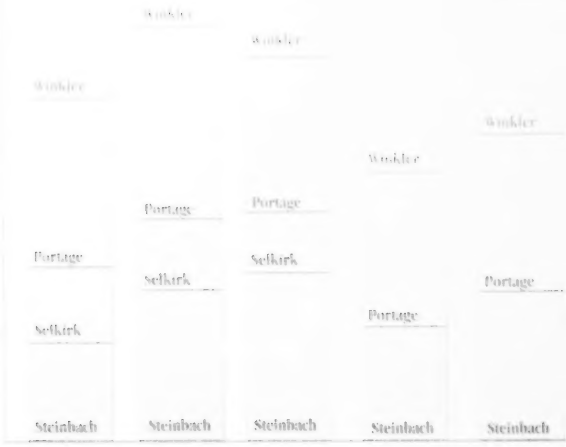
Steinbach Campus



Regional Campuses

An essential component of the academic plan of Red River College is to provide rural Manitobans with access to post-secondary education. RRC delivers training related to local needs through four regional campuses. These regional campuses allow people to take advantage of quality RRC programming near their homes or workplaces: Gimli Campus, Portage Campus, Steinbach Campus and Winkler Campus.

Each regional campus, responding to the unique perspectives and directions of its community, delivers full-time programming, part-time programming as well as customized training for businesses and organizations. Each campus has a community liaison committee and partners with local volunteer organizations, school divisions, Aboriginal communities and businesses.

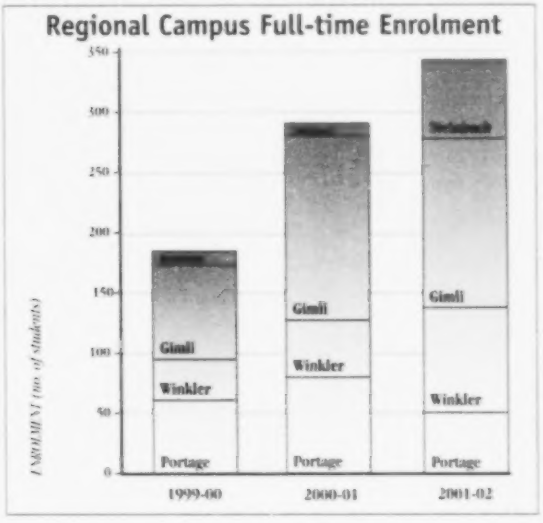
For all Campuses, gross full-time enrolments increased by over 22% to 342 in 2001/2002 from 281 during the preceding year. The strongest growth in full-time enrolments occurred at the Steinbach and Winkler Campuses. The Winkler Campus expanded its facility by nearly 50 percent to accommodate the ongoing demand for full-time programming. Gross part-time enrolments increased by 5% from 3326 in 2000/2001 to 3508 in 2001/2002. The strongest increases were in Business and Administrative Studies and Disability and Community Support.

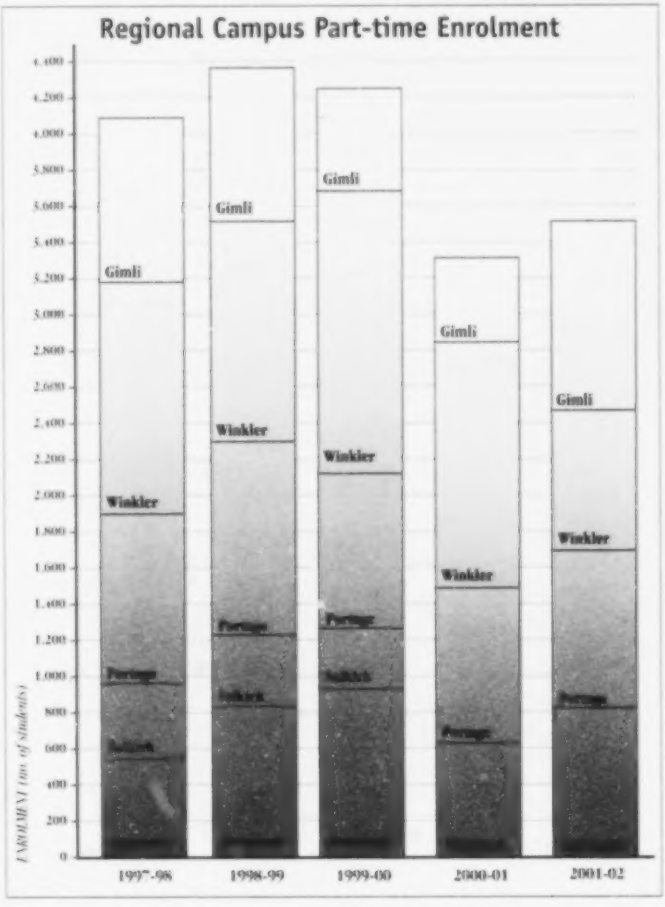
The regional campuses once again delivered College Expansion Initiative-funded Health Care programs in Altona, Portage la Prairie, Selkirk and Steinbach. **Portage Campus** partnered with Southport Summer Camps to deliver Computers for Kids courses to children and teenagers. **Winkler Campus** partnered with Human Resource Development Canada, Manitoba Education, Training and Youth, and the Manitoba Youth Project to develop and deliver in Winkler the new, full-time, 20-week Assertiveness and Building Competencies program for single parents.

Steinbach Campus received approval from Manitoba Education, Training and Youth for its proposals to assume responsibility for the operation of the Adult Learning Centres in Morris and St. Pierre.

Steinbach Campus, in partnership with the Steinbach and Niverville Chambers of Commerce, conducted a Regional Training Needs Assessment. More than 500 businesses and organizations in southeast Manitoba were surveyed and in-depth interviews were conducted with a representative sample of local businesses. More than 600 Senior 3 and 4 students in five high schools were also surveyed. The Campus facilitated a community campus visioning session, led by College Board of Governors Chair, William Regehr. The session built on the findings of the Steinbach Campus Regional Needs Assessment. More than 50 key leaders from the region participated.

In 2001/2002, Steinbach Regional Campus applied to Manitoba Education, Training and Youth under funding for adult learning centres to operate Adult Community Centres in St. Pierre and in Morris, Manitoba. Funding was approved in late spring, and the centres were prepared, staff hired and courses identified for delivery in the fall of 2002. The Centres collaborate with the Academic Development Services department to develop appropriate curriculum and implement course delivery. •





Contract Training - Sales & Services

Contract Training is part of the core business at Red River College. Training and/or retraining the existing workforce is an essential component of meeting the education and training needs of the community and is part of the mission of the College.

A new model for contract training at RRC was implemented in 2001/2002. The integrated, collaborative model helps industry and business to directly access expertise in areas of interest within a College-wide framework. As well, it encourages individual departments to promote their educational products directly to employers, community groups and employer organizations.

The central unit, Contract Training--Sales & Services (CTS&S), provides a centralized sales, service, and administrative office supporting the contract training initiatives of all departments and divisions within the College. CTS&S acts as a clearinghouse for all external contract training conducted by the College. It seeks to achieve RRC's contract training objectives by proactively encouraging, supporting and coordinating the initiatives, expertise, and enthusiasm of all College staff.

All College departments are sources of potential contract training. Contract training opportunities may be initiated and executed by any department or division of the College. Chairs/Managers working with Deans/Directors are responsible for the sale and delivery of training in their respective areas of responsibility.

A key element of an effective integrated contract training strategy is a balanced and always improving set of best practices. These have been developed and encompass definitions, roles, profit sharing, business processes and procedures, and template forms.

During 2001/2002, contract training was delivered to approximately 900 employees, including:

- Electrical Bond and Ground training delivered to 105 Bristol employees.
- Sealant training delivered to 32 Bristol employees.
- Metallurgical Processes modules delivered to 58 Manitoba Aerospace Human Resources Coordinating Committee (MAHRCC) members.
- Human Factors training delivered to 120 MAHRCC members.
- Managing and Supervising Young Workers workshops attended by 196 participants.
- Lean Thinking and Value Stream Mapping workshops attended by 110 participants.

Projects completed by RRC during 2001/2002 include:

- 1st year Electrical Engineering Technology program for the Centre for Aboriginal Human Resource Development (CAHRD) delivered by Applied Sciences, Electrical/Electronics Engineering.
- Supervision in a Human Service Setting for Family Services Manitoba by Applied Sciences, Community Services.
- Prior Learning Assessment for 1st year Early Childhood Education students at CAHRD by Applied Sciences, Community Services. •

International Education

The International Education Office (IEO) is mandated to provide a global presence and context for Red River College students, faculty and administration. Operating as a strategic business unit, the office is active in international student recruitment, academic exchanges, custom-designed contract training, joint-venture operations in China and fee-for-service international development programming. As the economy and education continue to globalize, International Education plays a key role in promoting the worldwide image of the College and in opening new markets for programming.

During 2001/2002, the International Education Office:

- Registered 241 international students. This includes students in programs ranging from ESL to Nursing Refresher from over 23 different countries. Total visa student registrations increased by 145 from the previous year.

- Organized and hosted five international student orientation sessions including specialized workshops on Taxation Preparation and the Manitoba Provincial Nominee (new immigrant recruiting) Program.

- Participated in four international student recruiting fairs, conducted five international marketing missions (including one mission to Mexico involving the President and Vice-President) and hosted twenty-four visiting international delegations including six agent tours and two international instructor exchanges.

- Facilitated eight RRC staff on international work experiences in 2001/2002.

- Signed a cooperation agreement with Instituto Technologico de la Costa Grande (ITCG) in Ixtapa, Mexico.

- Continued an aggressive marketing campaign, promoting the College, including a variety of media and contacts. The office experienced a significant increase in interest, for example, a 20% increase in international inquiries and 35% increase in website hits.

- Administered and mentored departmental involvement in our four overseas development assistance projects including the start up of the new Canadian College Partnership Program (CCPP) project with the hotel industry in Ixtapa, Mexico.

- Responded to six requests for proposals/letters of interest for specialized contract training in hospitality, industrial technology, health services and disabilities studies. •

L-R: Sister Lilia Tolentino, Sister Fidelisa Portillo, Jim MacKay, Terry Lewycky, President Jacqueline Thachuk, Vice President, Partnership, Training & Development, Paul McGeachie.

RRC hosts delegation from St. Paul College in the Philippines. The two institutes have worked together over the past eight years on developing Centres for Career Development (CCD) in three of the Philippines' largest cities. The project, funded by CIDA and administered by the Association of Canadian Community Colleges, develops vocational education programs that provide poor and underemployed women with the business and entrepreneurship skills necessary for greater access to employment.

Apprenticeship

The Apprenticeship program is administered by the Apprenticeship Branch of Manitoba Education and Training and Youth. Manitoba's colleges work in co-operation with the Apprenticeship Branch and offer the classroom and shop-based technical training that is part of the requirement for a Certificate of Qualification in designated apprenticeship trades.

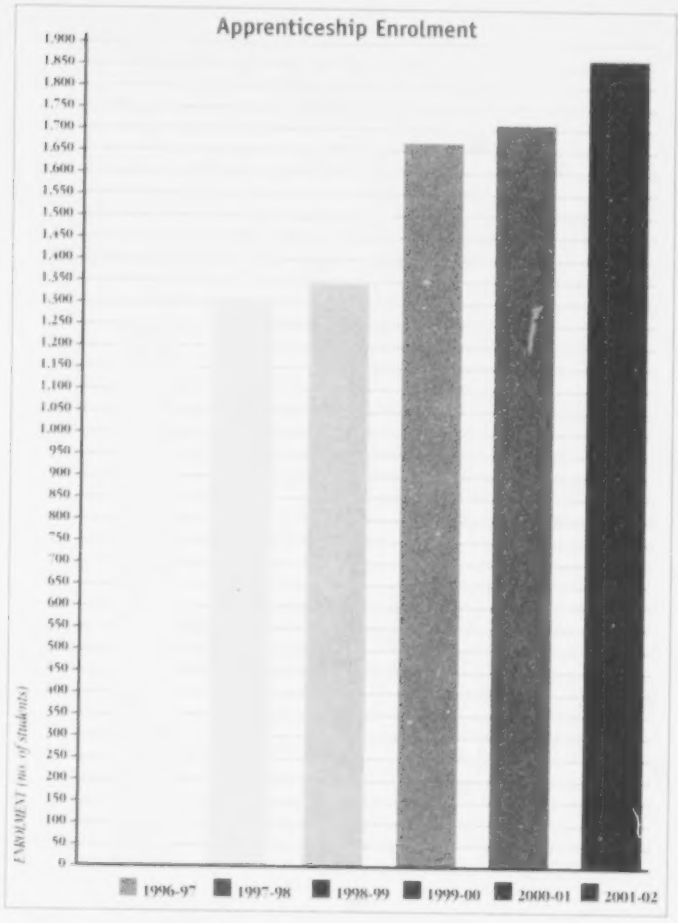
Apprenticeship is a quality post-secondary education in which a student, or apprentice, learns a trade through on-the-job skills development and in-school study. The practical experience is gained under the supervision of a skilled master or journeyperson. This training usually takes four to five years, and includes a session of academic training of four to eight weeks once each year. Red River College is the designated provider of academic instruction in 24 of these trades. RRC is also the largest provider of classroom training for apprentices in Manitoba, delivering about 64 percent of all classroom training offered each year.

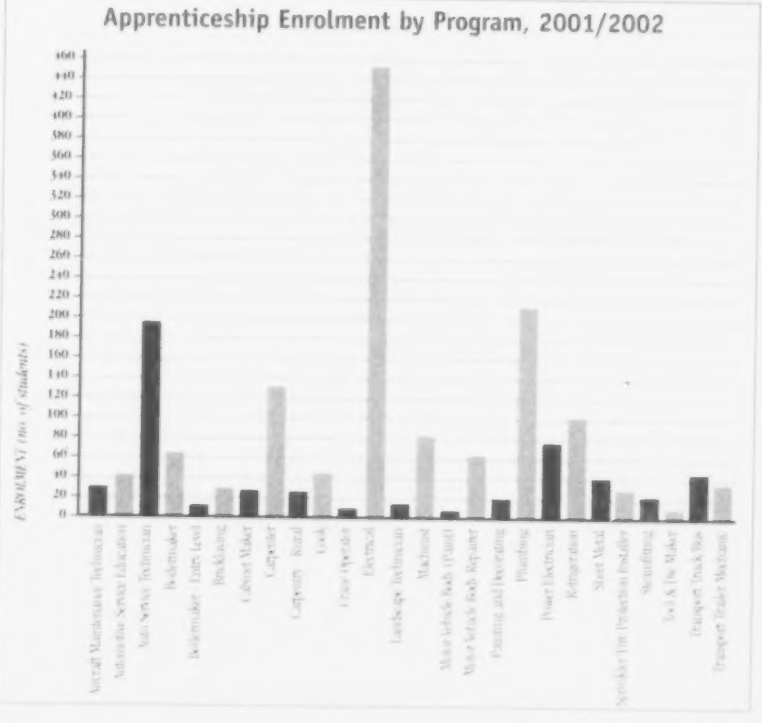
In 2001/2002 the Red River College provide technical training for 1,868 apprentices, up eight percent from the 1,731 apprentices that were trained through the College the previous year. The most significant increases in training occurred in Boilermakers, Construction Electrician, Machinist, Power Electrician and Refrigeration.

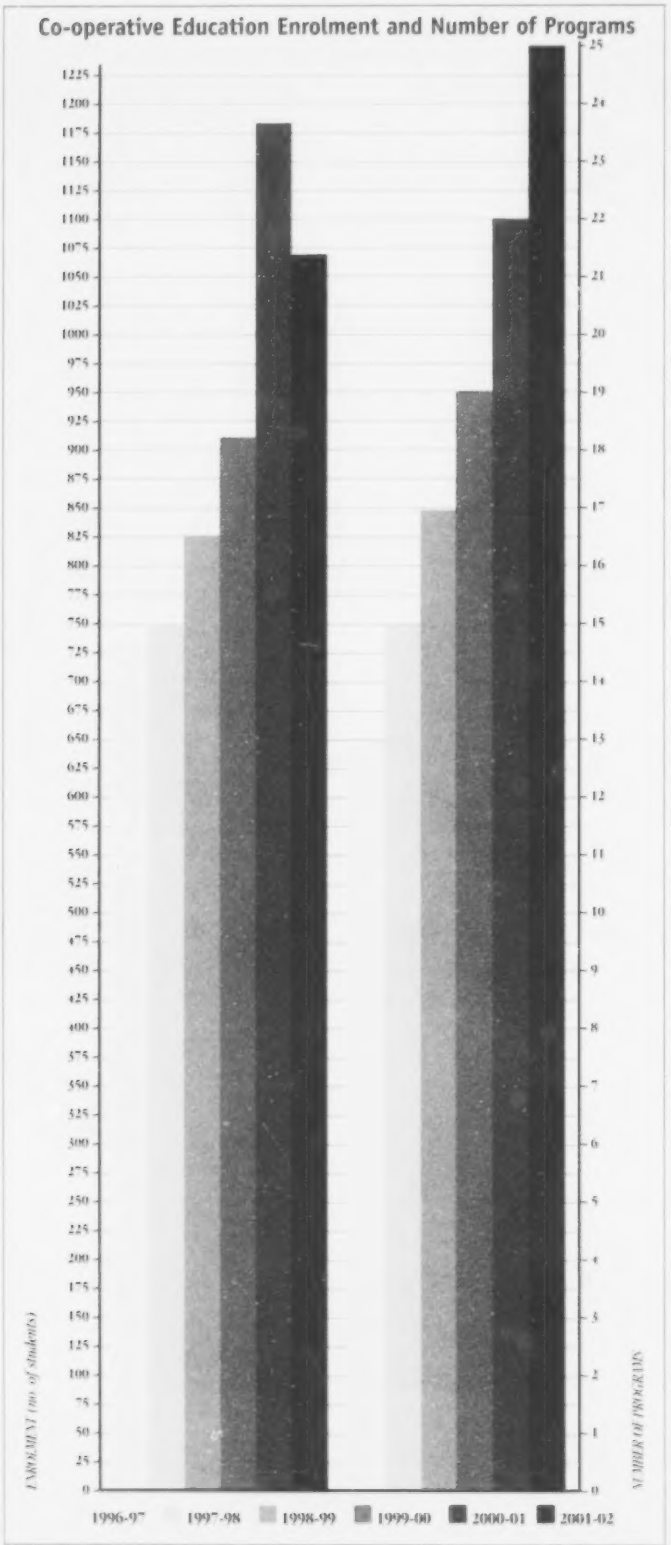
New trades trained through Red River College this year included Ford of Canada ASSET training (Motor Vehicle Mechanic) and, with the Stevenson Aviation and Aerospace Training Centre joining Red River College, Aircraft Maintenance Engineering (AME). In addition, RRC supported the community-based delivery of Apprenticeship training in Fisher River, Peguis and Bloodvein First Nation communities. The College also helped revise the curriculum in a number of trades.

The AME program at Stevenson is the only apprenticeship delivered AME program in Canada. It is Transport Canada accredited and in 2001-02 it successfully passed a rigorous re-accreditation review. Stevenson and Red River College also opened up a new training facility at the Winnipeg International Airport, paving the way for more apprenticeship training in the aviation industry in the future.

Manitoba Education Training and Youth have undertaken an aggressive campaign to revitalize the apprenticeship training system and address the skilled trades shortages that have developed. As a primary partner in the delivery of apprenticeship training, RRC will work with the Apprenticeship Branch to facilitate the establishment of new trades and the expansion of existing ones. •







Co-operative Education

Red River College is strongly committed to the philosophy and nature of co-operative education. The College has made the expansion of co-op programming a priority.

Co-operative education integrates related on-the-job experience with classroom theory by alternating terms of paid employment and academic study. Over the years, the College has introduced this proven system into an increasing number of programs.

Co-operative education has been offered in three programs in the College's Hospitality department since the late 1970's. Starting in 1991, rapid growth has occurred in the number of programs offering a co-op mode of delivery. The number of students enrolled in co-op programs was 1,073 in 2001/2002. The total number of co-op programs stands at 25:

- Administrative Assistant
- Applied Biology (Joint with UofW)
- Applied Chemistry (Joint with UofW)
- Applied Environmental Studies (Joint with UofW)
- Building Design CAD Technology
- Business Administration
- Chemical and Biosciences Technology
- Computer Analyst Programmer
- Culinary Arts
- Design and Construction Technology
- Environmental Protection Technology
- Geomatics Technology
- Greenspace Management
- Hotel and Restaurant Administration
- Information Systems Technology
- Integrated Science & Technology ACCESS Program
- Manufacturing Design CAD Technology
- Mechanical Engineering Technology
- Mechanical Systems CAD Technology
- Municipal Technology
- Professional Baking
- Refrigeration & Air Conditioning Technician
- Structural Technology
- Tourism
- Wood Products Manufacturing

Co-operative Education will continue to be considered as a delivery mode for new and existing programs where marketplace, students and the employing community find it a viable educational method. •

Curriculum and Learning Resources

This Division provides a complete teaching and learning support for College academic programs. These supports consist of comprehensive knowledge and research capacity through the Library and Learning Resources; curriculum design issues through the Program and Curriculum Development area and program delivery issues through the Learning Technologies areas. During 2001/2002, the Division was active in a variety of major initiatives including: revising the terms of reference of the Teaching and Learning Technology Roundtable and initiating a review of the College's Educational Technology Plan, defining the Learning Commons for the Princess Street Campus, and providing leadership for the Canadian Virtual College Consortium.

Library and Learning Resources

The Library and Learning Resources Centre provides a broad range of information services and learning resources to support educational activities at the College. Highlights of 2001/2002 were:

• Upgraded the library system to Voyager 2000 and updated the library guides and handbooks to reflect the change.

• Instituted a subject-based team approach to collection development with an expanded number of staff now taking responsibility for acquisitions in all formats for several subject areas.

• Assumed collection development for Stevenson Aviation & Aerospace Training Centre.

• Developed an Evergreen Policy for Data Projectors.

• Undertook a survey of instructors to assist in identifying their use of media equipment in the classroom and, for programs moving to the Princess Street Campus, the need for specific library materials, i.e. books, journals, and videos.

• Prepared for the opening of the first Phase of Princess Street Campus for the site in the William Avenue building.

Program and Curriculum Development Department

In 2001/2002 Program and Curriculum Development (PCD) undertook a number of projects, some of which represented new initiatives for the department and others which represented ongoing services provided to the college community.

• Completed four curriculum validations focused on program renewal during 2001/2002. The programs were Business Administration Diploma Program, Chemical and Biosciences Technology Diploma Program, College Preparation for Aboriginal Students Certificate Program, and Collision Repair & Refinishing Certificate Program.

Research on a new approach to curriculum validation was also completed in 2001/2002.

• Completed the pilot testing of the Academic Development Services Adult 12 Pre-Technology Mathematics online course.

• Facilitated the PLAR Practitioner DACUM and helped in the validation of the DACUM chart. This was the first time a DACUM in PLAR had been done in Canada.

• Assisted the College's Contract Training Sales and Services department with the instructional design and development of two online courses; one for Cargill Grain and a second for the Canadian Wheat Board.

• Delivered professional development opportunities for College staff including: two workshops on Instruction Design, a workshop on risk management for project managers and design of a workshop on developing on-line courses delivered to college staff through the RRC Staff Development Office.

• Initiated a study to establish a quality assurance model for academic programming.

Learning Technologies Department

Over the past year eTV contributed to the learning experience of students both on and off-campus. Highlights include:

• Developed the technology for students to receive live "television style" lectures broadcast over the Internet. Subsequent refinements allow distance students to interact with their instructor during the live lectures.

• Produced course supporting videos for a number of departments including Aboriginal Education, Distance Education, Continuing Education, Business Administration, Culinary Arts, and Aviation Management.

• Produced a promotional video CD on the new Princess Street Campus for the Development Office.

• Designed and built the Interpreter Training Program - Visual Language Lab. The lab functions similar to an audio language lab except that it uses video cameras, VCRs and picture-in-picture technology to teach American Sign Language.

Teaching Learning and Technology Centre

The TLTC @RRC experienced significant growth in 2001/2002. The interest at Red River in Education Technology in general and in particular WebCT continues to expand very rapidly. Highlights for 2001/2002 include:

• WebCT at RRC went through a dramatic year of growth in 2001-02

2000/2001	2001/2002
44 courses	317 courses
118 student seats	3643 student seats
33 designers	139 designers

• The TLTC open access Staff Lab provided an Educational Technology Helpdesk function as well as general support to all college staff.

• The most significant project for 2001/2002 was completion of a total revision of the structure and format of the college web pages. •

APPENDIX 1

Partnerships

Partnerships strengthen our ability to develop and deliver successful programming related directly to the needs of the community. By bringing together unique, specialized resources and knowledge, a partnership strategy can achieve results more effectively and efficiently. RRC has a large number of partners and the number continues to increase every year. During 2001/2002, the College was honoured to work with such partners as:

Aboriginal Head Start
Aboriginal Languages of Manitoba
Aboriginal Literacy Foundation
Addictions Foundation of Manitoba
Advance Electronics
Aerospace Training Canada International
Agassiz School Division
Agriculture Canada
Alberta Vocational College
Alpine Systems
American Production and Inventory Control Society (APICS)
Animal Health Technologist Association
Apple Canada
A-Quest
Assiniboine Community College
Assiniboine Credit Union
Association for Community Living, Manitoba
Association for Community Living, Winnipeg
Association for Non-Traditional Education in the Philippines
Association of Canadian College Schools of Business
Association of Canadian Community Colleges (ACCC)
Automotive Trade Association (ATA)
Autotrol
Azon Central Graphics
Bailey Instruments of Canada
Barkman Concrete
Board of Opticians of Manitoba
Boeing Canada Technology Ltd.
Bombardier
Boundary Trails Health District
Brandon University
Briggs & Stratton Ltd.
Bristol Aerospace
British Columbia Institute of Technology (BCIT)
Building Owners and Managers Institute (BOMI)
Camosun College
Canadian Animal Blood Bank
Canadian Association for Co-operative Education (CAFCE)
Canadian Association of Journalists
Canadian Automotive Repair and Service (CARS) Council
Canadian Bureau for International Education, Ottawa
Canadian Chamber of Commerce
Canadian College of Health Services Executives
Canadian Committee to Protect Journalists
Canadian Diabetes Association
Canadian Forces Community College Network (CFCCN)
Canadian Imperial Bank of Commerce (CIBC)
Canadian Information Processing Society (CIPS)
Canadian Institute of Bookkeeping
Canadian Institute of Financial Planners
Canadian Institute of Traffic and Transportation (CITT)
Canadian International Development Agency (CIDA)
Canadian National (CN)
Canadian Lung Association
Canadian Public Personnel Management Association
Canadian Steel Trade Employment Congress (CSTEC)
Canadian Tire
Canadian Vocational Association
CancerCare Manitoba
Canon Copiers
CANTECH Corporation
CanWest Global
Cargill
CBC Manitoba
Cedar Gathering
Central Lift and Equipment
Centre for Aboriginal Human Resource Development (CAHRD)
Centro de Estudios Macroeconomicos de Argentina (CEMA), Buenos Aires
Certified General Accountants of Manitoba
Certified Management Accountants
Certified Central Services Technicians
Certified Technicians and Technologists Association of Manitoba (CTTAM)
Chemcrest
Chengdu Electromechanical College, Chengdu, China
Child and Family Services
Chrysler Canada
CIMCO Refrigeration
City of Winnipeg, Social Services
College Universitaire de St. Boniface
College Canada
College of the North Atlantic
Concordia General Hospital
Confederation College
Consolidated Turf Ltd.
Continuing Education by Design
Cummins Diesel Engines
Dairy Farmers of Canada
Deep River Science Academy
Deer Lodge Centre
Department of National Defence
Directors of Education – First Nation Schools
Dominion Windows
Drummond McCall
Economic Innovation Technology Council
Educational Development Services
Elroy Irrigation
Endeavour Information Systems
EDS Systems House
Evergreen School Division
Family Centre of Winnipeg
Federal Pioneer
Fetal Alcohol Family Association of Manitoba
First Nation Forestry Program
Fisher River First Nation
Fisher Scientific
Ford Canada
Four Feathers Inc.
Friesen's Printers
Ful-Flo Industries Ltd.
Garden Hill Educational Authority
Garden Valley School Division
General Motors of Canada
Grace General Hospital
Grant McEwan College
Grapes
Guertin Implements
Graphic Designers Society – Manitoba Chapter
Habitat for Humanity
Health Care Products Association of Manitoba
Health Sciences Centre
Holland College
Honda
Human Resource Management Association of Manitoba
Human Resources Development Canada
IBM
Image Color
Immigration and Settlement Canada
Indian and Northern Affairs
Industry, Science and Technology Canada
Institute of Electrical and Electronics Engineers (IEEE)
Institute of Industrial Mathematical Sciences
Instituto de Formacion de Empresarial (IFE), Santiago, Chile
Instrument Society of America (Winnipeg Sector Inc.)
Insurance Council of Manitoba
Intercity Papers
Intergraph Canada Ltd.
Inter-Industry Conference on Auto Collision Repair (I-CAR) Canada
International Parish Nursing Resource Centre
(The) Jacks Institute
JAW Window and Door Co. Ltd.
Jeffries Nurseries Ltd.
Junior Achievement Manitoba
Keewatin Community College
Kikinamowin
Kortex Computers
Lakeshore School Division
Lennox Industries (Canada) Ltd.

Lewis Instruments Ltd
Lincoln Welding Equipment (Canada)
Loewen Millwork
Long Plain First Nation
Lord Selkirk School Division
Luke's Machinery Co. Ltd.
Manitoba Aerospace Group
Manitoba Agriculture
Manitoba Association of Licensed Practical Nurses (MALPN)
Manitoba Association of Registered Nurses
Manitoba Association of School Superintendents
Manitoba Association of School Trustees
Manitoba Business Magazine
Manitoba Call Centre Association
Manitoba Chamber of Commerce
Manitoba Child Care Association
Manitoba Council for Leadership in Education
Manitoba Culture, Heritage and Citizenship
Manitoba Education and Training - Apprenticeship Board
Manitoba Education and Training - Employment Development Centres
Manitoba Education and Training - Youth Programs
Manitoba Education and Training - School Programs
Manitoba Education and Training - Teacher Certification
Manitoba Education and Training - Board of Teacher Education and Certification
Manitoba Educational Geographic Information Consortium
Manitoba Energy Management Task Force
Manitoba Environmental Industries Association
Manitoba Family Services
Manitoba Federation of Labour
Manitoba First Nations Education Resource Centre
Manitoba Food Services Association
Manitoba Health Education Alliance
Manitoba Health, Emergency Medical Services
Manitoba Health, Healthy Communities
Manitoba Heavy Construction Association
Manitoba Highways and Transportation
Manitoba Home Builders' Association
Manitoba Hydro
Manitoba Industry, Trade and Tourism
Manitoba Justice, Adult Corrections
Manitoba Labour
Manitoba Métis Federation
Manitoba Métis Federation Human Resources
Manitoba Métis Federation, Winnipeg Region
Manitoba Moose
Manitoba Operators Training Program Consortium
Manitoba Ozone Protection Industry Association (MOPIA)
Manitoba Quality Network
Manitoba Rolling Mills (MRM)
Manitoba Teachers Society
Manitoba Technology Initiative
Manitoba Telecom Services
Manitoba Tourism Education Council
Manitoba Veterinary Medical Association
Manitoba Wood Processing Industry
Marymound School
Mazda
Manitoba Education Research Learning Information Network (MERLIN)
McLeod Adult Learning Centre
Memorial University
Mid-Canada Marine Dealers Association
Midas Muffler
Miller Environmental
Misericordia General Hospital
Momentum Software
Monarch Industries
Monsanto
National Council of Allied Health Programs
National Council of Deans of Technology
National Research Council, Institute for Biodiagnostics
National Research Council, Industrial Research Assistance Program
National Training Alliance
NAV Canada
Navistar International
Neijiang Railway Machinery College, Neijiang, China
New Flyer Industries
North Alberta Institute of Technology (NAIT)
Northern Telecom
Northwest Technical College, East Grand Forks
Norway House First Nation
NRC IRAP
Open Learning Agency (Open University of British Columbia)
Original Women's Network
PACE Inc.
Palliser Furniture
Panasonic Canada Inc.
Parks Canada
Partners for Careers
Partnership in Aboriginal Community Training (PACT)
Peguis Child and Family Services
Peguis First Nation
Pembina Valley Language Education for Adults
Pfizer Canada
Philippine Association of Manitoba
Project Management Institute
Public Works Canada
Rainbow Stage
Rhineland School Division
Rh Institute
Riverbend Feed Mills
River East School Division
Riverview Health Centre
Royal Bank
St. Boniface College
St. Boniface General Hospital
St. Paul College Quezon City, Philippines
St. Paul College Iloilo City, Philippines
St. Paul University, Tuguegarao, Philippines
St. Johns Ambulance
Sagkeeng First Nation
Sandy Bay First Nation
Saskatchewan Cancer Foundation
Saskatchewan Institute of Applied Science and Technology -Kelsey
Schweitzer-Mauduit Canada
Science Culture Canada
Seine River School Division
Seven Oaks General Hospital
Seven Oaks School Division
Shenyang Electric Power Institute, Shenyang, China
Sichuan University of Science and Technology, Chengdu, China
Siemens of Canada
Silicon Graphics
Skills Canada, Manitoba
Snap-on-Tools
Snowmobilers Association of Manitoba
Society for Technical Communication
Society of Management Accountants of Manitoba
Society of Manufacturing Engineers (SME)
SONY Canada Ltd.
South Asia Partnership
Southern Alberta Institute of Technology (SAIT)
Southeast Resource Development Council
Southland Electronics
Standard Aero
Standing Spirit Eagle Holistic Healing
Stihl Limited
Sturgeon Creek High School
Sun Systems
Suzuki
3M
Take Pride Winnipeg
Tec Voc High School
Technology Educators Association of Manitoba
Telemecanique Canada Ltd.
Tom Powell Graphics
Toyota Canada Inc.
Transport Canada
United Brotherhood of Carpenters and Joiners of America
University of Calgary
University of Manitoba
University of Minnesota - Crookston
University of Victoria
University of Winnipeg
University of Winnipeg Collegiate
Unisource
UNISYS
Upjohn
Urban Circle
Vancouver Community College
Valdie Seymour and Associates
Victoria General Hospital
Vita Health
Vocational Industrial Teachers Association of Manitoba
Volunteer Centre of Winnipeg
Walter and Duncan Gordon Foundation
West Region Child and Family Services
Western Canadian Association for Student Teaching
Westwood Plumbing and Heating
Willmar Windows
Winnipeg Aboriginal Centre, Inc.
Winnipeg Art Gallery
Winnipeg Blue Bombers
Winnipeg Boys and Girls Club
Winnipeg Chamber of Commerce
Winnipeg Development Agreement Partners
Winnipeg Métis Management Centre
(The) Winnipeg Foundation
Winnipeg Goldeyes
Winnipeg International Children's' Festival
Winnipeg Police Service
Winnipeg Press Club
Winnipeg Technical College
Workers Compensation Board of Manitoba
Workforce 2000
World University Service Canada
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APPENDIX 2

Program Highlights, 2001/2002

Program	1st Year Quota	No. of Applicants between July 1, 2001 and June 30, 2002	Start Month	1st Year Enrolment	2nd Year Enrolment	3rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
ABORIGINAL EDUCATION AND INSTITUTIONAL DIVERSITY											
Aboriginal Language Specialist	20	25	9	13	9	—	22	14	22	1	9
Aboriginal Self-government Administration	20	33	9	18	—	—	18	11	15	—	—
Business Teacher Education	16	19	9	8	7	13	28	20	4	—	8
Business Teacher Education - After Degree	4	8	9	10	4	—	14	10	—	—	3
College Preparation for Aboriginal Students	90	137	8/1	98	—	—	98	46	79	4	31
Industrial Arts/Technology Teacher Education	12	20	9	13	9	16	38	—	1	—	6
Industrial Arts /Technology Teacher Education - After Degree	4	1	9	1	2	—	3	1	—	—	1
Microcomputer Applications	20	33	9	20	—	—	20	14	19	—	9
Vocational Industrial Teacher Education	16	60	8	20	—	—	20	4	2	1	21
DIVISION TOTAL	**—**	**—**	**—**	**201**	**31**	**29**	**261**	**120**	**142**	**6**	**88**
APPLIED SCIENCES											
Advanced Network Technology	16	20	3	8	—	—	8	—	—	—	—
Animal Health Technology	25	84	9	26	14	—	40	40	—	—	14
Applied Biology	10	6	9	2	4	—	6	6	2	—	—
Applied Chemistry	10	5	9	2	6	—	8	7	—	—	—
Applied Environmental Studies	10	3	9	2	3	—	5	4	—	—	—
Chemical & Biosciences Technology (Co-op)	45	81	9	35	33	—	68	45	2	1	29
Child and Youth Care	25	105	9	28	27	—	55	48	8	2	17
College Preparation for Nursing	40	114	8	41	—	—	41	32	16	—	28
Communication Engineering Technology	—	—	—	—	11	—	11	—	—	1	9
Computer Engineering Technology	—	—	—	—	53	—	53	1	—	—	28
Dental Assisting - Level 2	50	103	9	50	—	—	50	42	2	—	44
Developmental Services Worker	30	39	9	20	21	—	41	33	2	3	17
Diploma Nursing (Accelerated)	90	578	9	108	94	—	202	180	13	—	—
Early Childhood Education	60	128	9	70	44	—	114	106	9	—	37
Early Childhood Education - Workplace	—	—	—	—	26	—	26	25	1	—	—
Electrical Engineering Technology	—	—	—	—	51	—	51	5	2	—	24
Electronic Engineering Technology	250	249	9/12/3	147	31	—	178	12	16	4	22
Electronic & Network Technician	54	73	9/12	43	—	—	43	2	—	1	16

Program	1st Yr Quota	No. of Applicants between July 1, 2000 and June 30, 2001	Start Month	1st Year Enrolment	2nd Year Enrolment	3rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
Family Support Worker	18	24	2	24	—	—	24	19	22	—	19
Health Care Aide	120	236	9/2	125	—	—	125	99	9	—	88
Health Care Aide/Unit Clerk	24	25	10	25	—	—	25	22	25	—	21
Instrumentation Engineering Technology	—	—	—	—	10	—	10	1	2	—	9
Joint Baccalaureate Nursing	90	409	9	97	60	65	222	202	20	3	—
Medical Laboratory Sciences	25	3	9	21	—	—	21	16	—	—	—
Medical Radiologic Technology	23	161	9	23	22	—	45	35	1	—	22
Magnetic Resonance Imaging and Spectroscopy	16	15	9/3	13	—	—	13	10	—	—	7
Radiation Therapy	14	84	9	14	—	—	14	13	—	—	14
Rehabilitation Assistant	17	—	9	17	—	—	17	13	—	—	13
DIVISION TOTAL	—	—	—	941	510	65	1516	1018	152	15	478
BUSINESS AND APPLIED ARTS											
Administrative Assistant	—	13	—	—	23	—	23	21	—	—	21
Aviation Management	25	49	9	24	21	—	45	5	2	1	—
Business Administration	462	824	9/12	471	319	—	790	374	57	16	212
Business Administration Integrated	64	94	8	60	41	26	127	76	61	5	—
Commerce/Industry Sales & Marketing	70	113	9/12	74	—	—	74	21	3	4	32
Computer Accounting Technician	105	167	9/12	132	—	—	132	73	9	6	50
Computer Analyst/Programmer	125	382	9/12	135	129	—	264	39	10	6	97
Creative Communications	56	275	9	58	54	—	112	71	4	2	52
Culinary Arts - Diploma	70	150	9/3	69	53	—	122	55	9	—	40
Graphic Design - Advanced	12	22	9	14	—	—	14	7	—	—	10
Graphic Design	50	224	9	48	46	—	94	60	2	2	38
Health Information Technologist	—	56	—	—	14	—	14	10	1	1	13
Hotel and Restaurant Administration	70	71	9	40	27	—	67	43	1	1	22
Information Systems Technology	65	146	3	69	56	—	125	14	2	—	46
International Business	25	27	12	21	—	—	21	12	1	—	15
Library and Information Technology	30	20	9	32	—	—	32	26	1	—	—
Professional Baking	14	23	9	10	—	—	10	6	3	—	—
Tourism	35	40	9	27	22	—	49	42	5	1	2
DIVISION TOTAL	—	—	—	1284	805	26	2115	955	171	45	650

Program											
INDUSTRIAL TECHNOLOGIES											
Advanced Welding	—	21	—	33	—	—	33	1	1	—	5
Automotive Service Ed Program	—	44	—	41	—	—	41	2	1	—	39
Automotive Technician - Certificate	48	123	9	49	—	—	40	1	8	—	22
Automotive Technician - Diploma	26	41	9/10	19	—	—	19	—	1	—	8
Automotive Technician - Work Experience	16	25	9	15	—	—	15	—	1	—	10
Carpentry and Woodworking	37	83	8/1	38	—	—	38	2	1	—	20
Civil/CAD Technology	200	232	8	173	—	—	173	36	6	6	—
Civil Technician	—	—	—	2	—	—	2	—	—	—	1
Design and Construction Technology	—	—	—	—	18	17	35	8	2	—	14
Environmental Protection Technology	—	—	—	—	12	11	23	8	—	—	9
Geomatics Technology	—	—	—	—	12	4	16	—	1	—	2
Municipal Technology	—	—	—	—	21	22	43	7	1	3	20
Structural Technology	—	—	—	—	22	15	37	6	1	—	8
Building Design CAD Technology	—	—	—	—	24	—	24	6	1	–	12
Manufacturing Design CAD Technology	—	—	—	—	4	—	4	1	—	—	4
Mechanical Systems CAD Technology	—	—	—	—	3	—	3	—	1	—	1
Collision Refinishing	10	15	10	8	—	—	8	2	—	1	5
Collision Repair and Refinishing	30	46	9	29	—	—	29	—	1	—	24
Electrical	48	121	9/1	47	—	—	47	1	3	—	32
Geographic Information Systems Technology	20	23	9	14	—	—	14	7	—	—	10
Greenspace Management - Diploma	22	36	9	25	13	8	46	9	2	—	8
Heavy Duty Equipment Mechanic	48	67	9	39	—	—	39	2	14	—	21
Heavy Duty Equipment Technician	12	8	9	9	—	—	9	—	—	—	8
Manufacturing Technician	40	73	9/2	36	17	—	53	1	3	—	14
Mechanical Engineering Technology	52	79	8	42	45	5	92	6	3	3	6
Outdoor Power Equipment Technician	16	38	9	16	—	—	16	—	4	1	14
Piping Trades	37	58	8/2	36	—	—	36	—	4	1	22
Power Engineering	42	82	9/1	48	—	—	48	2	3	2	40
Refrigeration and Air Conditioning	18	48	3	18	—	—	18	—	1	—	10
Welding	36	64	9/11	35	—	—	35	1	5	1	23

Program											
Wood Products Manufacturing - Certificate	5	12	9	1	—	—	1	—	—	—	2
Wood Products Manufacturing - Diploma	15	18	9	6	5	9	20	1	1	1	5
DIVISION TOTAL	—	—	—	779	196	91	1066	110	70	19	419
STEVENSON AVIATION & AEROSPACE TRAINING CENTRE											
Aerospace Manufacturing	32	57	5	27	—	—	27	5	1	—	25
Aircraft Maintenance Engineer	32	109	2/3	32	—	—	32	—	—	—	—
Aircraft Structural Repair Technician	15	29	9	15	—	—	15	—	—	—	—
Gas Turbine Engine Repair & Overhaul	16	37	9	16	—	—	16	—	1	1	13
DIVISION TOTAL	—	—	—	90	—	—	90	5	2	1	38
STUDENT AFFAIRS											
American Sign Language-English	16	—	9	5	5	—	10	9	—	—	—
Deaf Literacy Program	—	25	—	25	—	—	25	17	5	20	—
Deaf Studies	20	24	9	15	—	—	15	12	—	—	4
DIVISION TOTAL	—	—	—	40	—	—	40	29	5	20	4
DEVELOPMENTAL EDUCATION											
Academic Development Programs	—	—	—	286	—	—	286	121	10	17	157
English as a Second Language	—	—	—	544	—	—	544	347	—	3	193
General Studies	—	—	—	15	—	—	15	10	3	1	—
Introduction to Business	—	—	—	55	—	—	55	28	5	6	30
Introduction to Computer Accounting Technician	—	—	—	12	—	—	12	7	1	3	11
DIVISION TOTAL	—	—	—	912	—	—	912	513	19	30	391
GRAND TOTAL	—	—	—	4247	1542	211	6000	2750	561	136	2068

Note: The above information does not include all full-time programs.

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